DOCUMENT RESUME

ED 052 550 EC 032 685

TITLE	Special Education Early Childhood Project in Fort Worth Independent School District, Title VI, ESEA. Final Report.
INSTITUTION	Fort Worth Independent School District, Tex.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	71
NOTE	516p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$19.74
DESCRIPTORS	Demonstration Projects, Diagnostic Teaching, *Disadvantaged Youth, *Early Childhood Education, *Exceptional Child Research, *Intervention, *Learning Difficulties, Preschool Children, Regular Class Placement
IDENTIFIERS	Elementary Secondary Education Act Title VI, Texas

ABSTRACT

Described is the special education component of an early childhood education project for culturally disadvantaged preschool children. The component's purpose was to determine if children deviating from their peers could be educated as an integral part of the regular class. Children with an IQ under 80 were provided individual prescriptions in the regular classroom by a teacher assistant. Language development prescriptions were provided outside the classrooms for children with gross motor problems, learning disabilities, or immature speech. Instructional strategies and content in the areas of social and emotional development, motor development, language development, and parent education are detailed. Evaluation showed that the special education students had posttest mean scores only slightly below those of the other children and above those of day care and kindergarten comparison groups. Greatest gains were made by 3-year-olds. Most of the children entering with IQ's under 80 were able to enter regular first grade classes. It was concluded that individual and language development prescriptions were successful and that early childhood programs can accommodate children deviating from their peer norm in the same classroom. (See ED 046 174, EC 031 258 for project's interim report.) (KW)

EC032685

ED052550

EC 032685E

SPECIAL EDUCATION

EARLY CHILDHOOD PROJECT

EC032685

ED052550

TITLE VI ESEA

SPECIAL EDUCATION EARLY CHILDHOOD PROJECT

in

FORT WORTH INDEPENDENT SCHOOL DISTRICT

CENTRAL CITIES

EDUCATIONAL DEVELOPMENT CENTER

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

State Project No. 9-11-5940-2

Funded through Educational Service Center Region XI

FINAL REPORT
on

Title VI ESEA

SPECIAL EDUCATION EARLY CHILDHOOD PROJECT

in

FORT WORTH INDEPENDENT SCHOOL DISTRICT

CENTRAL CITIES

EDUCATIONAL DEVELOPMENT CENTER

Project Administrator:---------------------------- Mr. John L. Barnett

Special Education Specialist: (Team Leader)-------- Mrs. Helen Willemin

Language Development Specialist: --------------------- Mrs. Rae James

Home School Counselor: -------------------------- Mrs. Alice Simington

State Project No. 9-11-5940-2

Fort Worth, Texas

1971

BOARD OF EDUCATION

THE REVEREND JOHN R. LEATHERBURY ....President
Mr. BILL ELLIOTT......................... Vice-President
Mr. GREEN B. TRIMBLE .... Secretary

Mr. Bobby L. Bruner
Mr. Stan Harrell
Mr. Jim Harris
Mrs. Jack O. Shannon, Jr.

ADMINISTRATIVE STAFF

Mr. Julius G. Truelson .... Superintendent of Schools

Mr. Gerald W. Ward .... Deputy Superintendent

Mr. James Bailey .... Assistant Superintendent for Special Services

Mr. Eugene Hightower .... Assistant Superintendent for Business

Mr. Frank Kudlaty .... Assistant Superintendent for Instruction

Miss Jo Kelly ....Director of Special Education

PREFACE

This booklet is a graphic presentation of the goals, the objectives, and the accomplishments of the special education component of the Central Cities project - Title VI, E.S.E.A. It is an evaluation as well as an inventory of the efforts of the component personnel in their work in early childhood development.

It is urged that each person take time for thoughtful reading of this booklet. It will reward him with knowledge about the special education component, will reveal findings valuable in the education of pupils with disabilities, and will challenge him to use methods developed in this field by the component.

Julius Truelson
Julius Truelson
Superintendent

June 1971

ACKNOWLEDGMENTS

In April, 1969 the Fort Worth Independent School District and Education Service Center, Region XI, joined in adding the special education component to the Central Cities Project. The purpose of this component was to establish an experimental design to determine if children who deviated from the norm could be educated as an integral part of a regular classroom setting. This, in essence, is what the state's Plan A Special Education Concept is all about; and, in fact, this program was conceived to test that concept.

We wish to express our sincere appreciation to the many persons who contributed greatly to the development of this concept. We hope that this guide will serve to stimulate continued exploration and that it will be helpful to those who use it.

Mrs. Helen Willemin has served as team leader of this component since its inception and has done an excellent job. Those serving with her were Mrs. Alice Simington, home-school counselor, Mrs. Rae James, language development specialist, Mrs. Gertrude Mitchell, materials aide and Mrs. Johnnye Gregory, secretary.

We are especially grateful to Dr. Elden Busby and Mrs. Yvonne Messler of Education Service Center, Region XI, and to Miss Josephine Kelly, Mr. James Bailey, Mr. Harold Graves, and Dr. Dewey Mays from our central office.

Other persons who made a very substantial contribution and to whom we are most grateful are: Mrs. May Battles, Mrs. Jan Bodoin, Mrs. Inas Carroll, Miss Carolyn Cavin, Mrs. Barbara Coombs, Mrs. Dorothy Crawford, Mrs. Belinda Davila, Mrs. Beatrice Douglas, Mrs. Zelma Evans, Mrs. Gladys Hemphill, Mrs. Fae Lysiak, Mrs. Zelma Moore, Miss Elsie Newsome, Mrs. Evelyn Odom, Mrs. Fay Phillips, Mr. Leon Ray, Mrs. Eleanor Taylor, Mrs. Josephine Trim, Miss Tommie Verse, Mrs. Dorothy Wilcox, Mrs. Cecil Wright, and Mrs. Vivian Wright.

John T. Barnett
John L. Barnett
Project Administrator

June, 1971

TABLE OF CONTENTS

Part One: OVERVIEW

RATIONALE 3

MODEL 8

OBJECTIVES for the SPECIAL EDUCATION COMPONENT 9

REFERENCES 10

Part Two: INSTRUCTIONAL STRATEGIES

DIAGNOSIS 13

SEQUENCING 21

TEACHING TECHNIQUES 27

EVALUATION 37

PLANNING, LESSONS and PRESCRIPTIONS 41

Part Three: INSTRUCTIONAL CONTENT

Scope and Sequence 49

SOCIAL AND EMOTIONAL DEVELOPMENT 53

I. Rationale
II. Self Concept
III. Attention Span
IV. Individual Prescriptions
References

MOTOR DEVELOPMENT 129

I. Rationale
II. Gross Motor
III. Perceptual Motor
IV. Fine Motor
V. Individual Prescriptions
References

LANGUAGE DEVELOPMENT 147

- I. Rationale
- II. Auditory Perception
- III. Visual Perception and Memory
- IV. Speech Readiness and Improvement
- V. Individual Prescriptions
- References

PARENTAL DEVELOPMENT 395

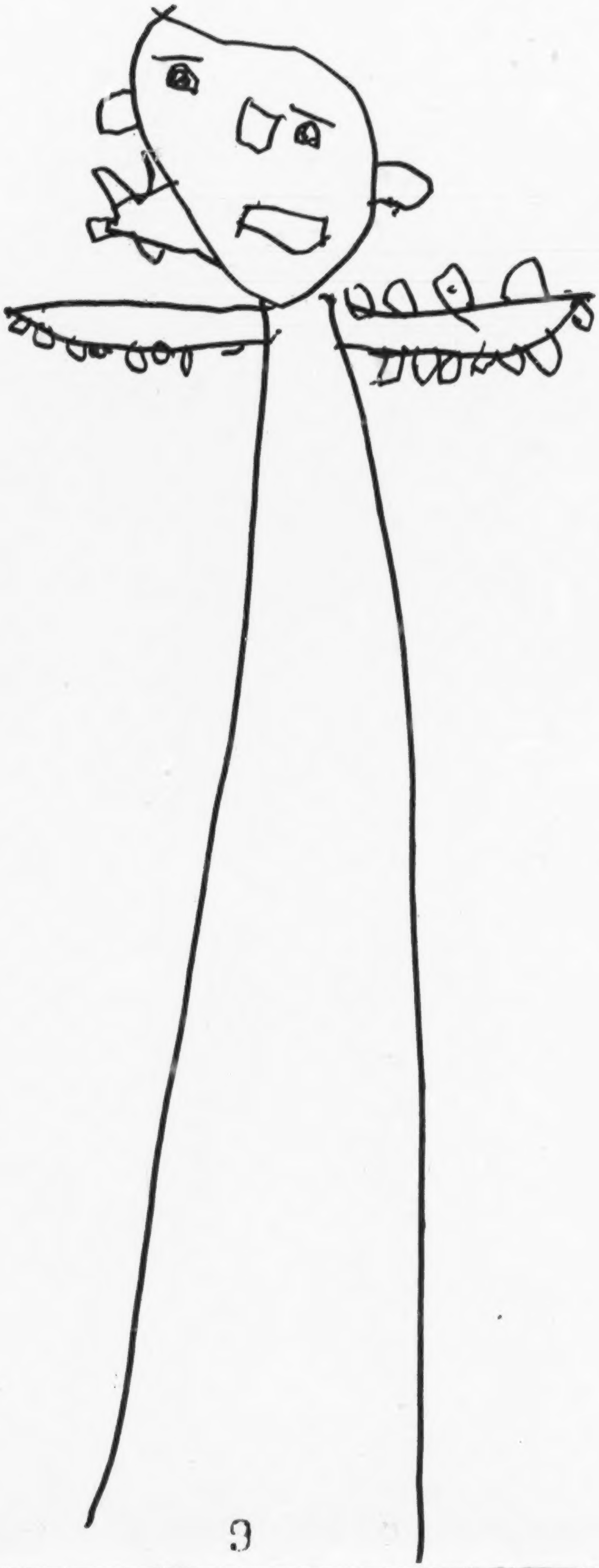
- I. Rationale
- II. Liaison Between Home and School
- III. Provide Parents Assistance and Counsel for Reinforcement of Center Program
- IV. Training Programs in the Home
- V. Referrals to Child-Serving Agencies
- VI. Scope and Sequence Chart
- VII. Tables
- VIII. Parent Education Lessons
- References

Part Four: EVALUATION AND SUMMARY 491

Part Five: REFERENCES 511

PART ONE

OVERVIEW



SPECIAL EDUCATION COMPONENT

RATIONALE

Children differ from each other in a variety of ways: physically, intellectually, socially, emotionally. In most cases, such differences are of little significance, and yet some children deviate from the average or normal to such a degree that they need special attention. These are exceptional children. Children who are educationally retarded or culturally handicapped are also included. Most educators agree that these children should receive special services. (1 - 2)

Within the population of ~~Central~~ Cities there are children who presently deviate from the norm of the group. Research findings indicate that such children may mature into emotionally, mentally, or socially handicapped individuals, unable to function successfully in later school programs. It is necessary, therefore, to provide assistance for these children in motor, language, and self-help activities so that frustrations do not occur.

In general exceptional children are placed in the regular grades until they have demonstrated failure for two or three years. In most established kindergartens exceptional children are usually admitted with normal children. When it becomes evident that the children are exceptional the parents may be told that their children have not matured enough to profit from the kindergarten. Parents are advised to keep their children home until they have matured. Like most children, these children are sent to school and placed in the first grade at the age of six. In many instances their slow mental development is not recognized or accepted until they fail. They may remain under failure conditions until they create enough difficulty to require special attention by the school officials. (2-3-4)

If legal provisions are made so that early discovery can be implemented, then early treatment and related services will probably mean fewer children in special education classes. This will also mean that special education will be in a better position to serve exceptional children in the regular classroom. (5)

There are many factors which affect the child's lack of readiness for school. One such factor is lack of variety of stimulation in the home. This includes visual, tactile, and auditory stimulation. Few materials are in the home to help development of visual discrimination skills. A lack of manipulatable objects reduces tactile development. There is much noise in the disadvantaged environment, but little direct communication and feedback. In such circumstances children may learn skills of inattention to drown out noise. There is a lack of expectation of reward for performance and most tasks require a short-time span, all motoric in nature and are likely to be related to concrete objects or service for people. (6)

---

* The numerals in parenthesis refer to references listed serially at the end of each section.

In many cases, due to parent frustrations, unfavorable parent-child relationships have developed. The children in the neighborhood have also rejected the handicapped child because of his inability to participate adequately in neighborhood play with other children of his own age. If efforts are not made to overcome the results of his home and neighborhood surroundings the disadvantaged child is likely to experience failure in school he must have developed, basic skills to the highest possible level, including the basic skills of communication. (4)

Scattered evidence indicates that these children might have made a better psychological and social adjustment if a preschool program with special education activities had been instituted before the children were permitted to face failure during their initial school career. A preschool can offer disadvantaged children cultural experiences which the low socio-economic environment of the children cannot provide, as well as intensive practice in perceptual discrimination, conceptualization and expression. The preschool must also provide for disadvantaged children direct instruction to bring them to the level of average children in a very short time. (2)

For all these and other exceptional children, special procedures, special care, special services are desperately needed during these all important preschool years. Research has shown there are twice the number of children labeled mentally retarded in disadvantaged areas as in middle and upper class areas. The nursery school years have traditionally been regarded as the period when educational intervention into the lives of children of the poor would be most effective. The child is old enough to bear separation from home, yet sufficiently plastic in development so that, with intervention, he can remedy maladaptive behavioral and thought patterns. Left in his deprived environment that may actually interfere with school learning, he develops speech and thinking patterns that are variance with what he needs to learn, the three R's. (1-4-7)

Often the learning and developmental problems of handicapped children are difficult to diagnose. Some children have several handicaps for which special plans must be made if their schooling is to be successful. As a basis for such planning, there is great advantage in early identification of children who have mental, emotional, and physical impairments. In order to identify such handicaps, a program should be established to evaluate vision, hearing, speech, physical, social, and intellectual development. (8)

In addition to the careful attention given to the children learning in the group situation, it is sometimes necessary to offer special education help on an individual basis to children who need clinical educational treatment. Diagnosis and observation of these children should determine their area of weakness. Clinical education means special training in the area in which the child has potentialities and needs assistance in an individual or group situation.

Providing services for exceptional children at two, three, four, and five years of age means that therapeutic facilities must be available, parent counseling be undertaken, and that other services as necessary be brought to the child, so that at the time when he is old enough to enter school, he will be able to profit from instruction to the maximum. (9)

Since maximum attention to individual children is desirable at the preschool level and since so many of the children referred to the special education component are different from each other in many different ways, tutoring services are conducted. In this way a maximum amount of attention can thus be given to each child by the specialists and paraprofessionals. The special education class or tutoring services in addition to emphasizing self-help, and socialization, utilize ever conceivable opportunity to develop the intellectual abilities which are usually deficient in these yourn disadvantaged children. For these children who need special help for their very special deficits, individual prescriptions are written and taught on a one to one basis as a remedial measure.

Diagnosis, observation, special services, and individual prescriptions should emphasize the following areas: communications, basic skills and emotional adjustment.

Communication

Communication language ability seems to be inadequate in most of these children. This is the age in which language develops at an accelerated rate. These children will exhibit academically inadequate receptive and expressive linguistic skills. This linguistic deficiency may lead to inadequate perceptual and conceptual development. For these reasons every activity in which the child participates should be utilized for the development of his receptive and communicative language abilities. The development of language at this early age may stand the child in good stead throughout his life, for it is the chief means of communication with others. (4-10)

One difficulty occurs when a group of children with different dialects are brought together. The children play with each other and their language deficits interact. The teacher alone is not going to be able to change these children, because a child tends to function like his peer group. It seems that these children will need special attention or tutoring services for their very special deficits. Emphasis on speech and speech correction is necessary for these children since there appear to be many more speech defects among these handicapped children than among normal children of the same mental age.

During the preschool years the child with impaired hearing may often be neglected because the impairment goes undetected, or may be overtrained by misinformed, rejecting, or overenthusiastic parents. In addition to childhood experiences, he needs auditory training and speech training. The hearing-impaired child must begin his education long before the age of five or six. It is in the area of language development that the child must have systematic special training even in preschool years. (11)

Basic Skills

The ability to perceive accurately is the ability to discriminate the sights and sounds of one's environment. To the extent that a child cannot discriminate perceptually, he cannot of course, discriminate verbally. So the preschool must accompany its tasks in language development and concept formation with that of helping the children develop their basic discriminatory skills.

Emotional Adjustment

Specific behaviors in early grades have been predictive of later emotional maladjustment. If steps are taken to modify behavior, a lowering of the incidence of emotional problems might be expected. This would provide early prevention or correction of the child with emotional problems. (11)

The exceptional child may become all too aware that he is not living up to the expectations of his parents; that other children his size don't want to play with him. As a result he may withdraw from attempts to relate, with further disastrous results to his speech development, his self-confidence, his personality adjustment. It is possible that many children who are unable to adjust to our society, would have been able to make an adequate adjustment following an intensive program of special preschool education. Preschool and kindergarten experiences help children cope with school demands. (3)

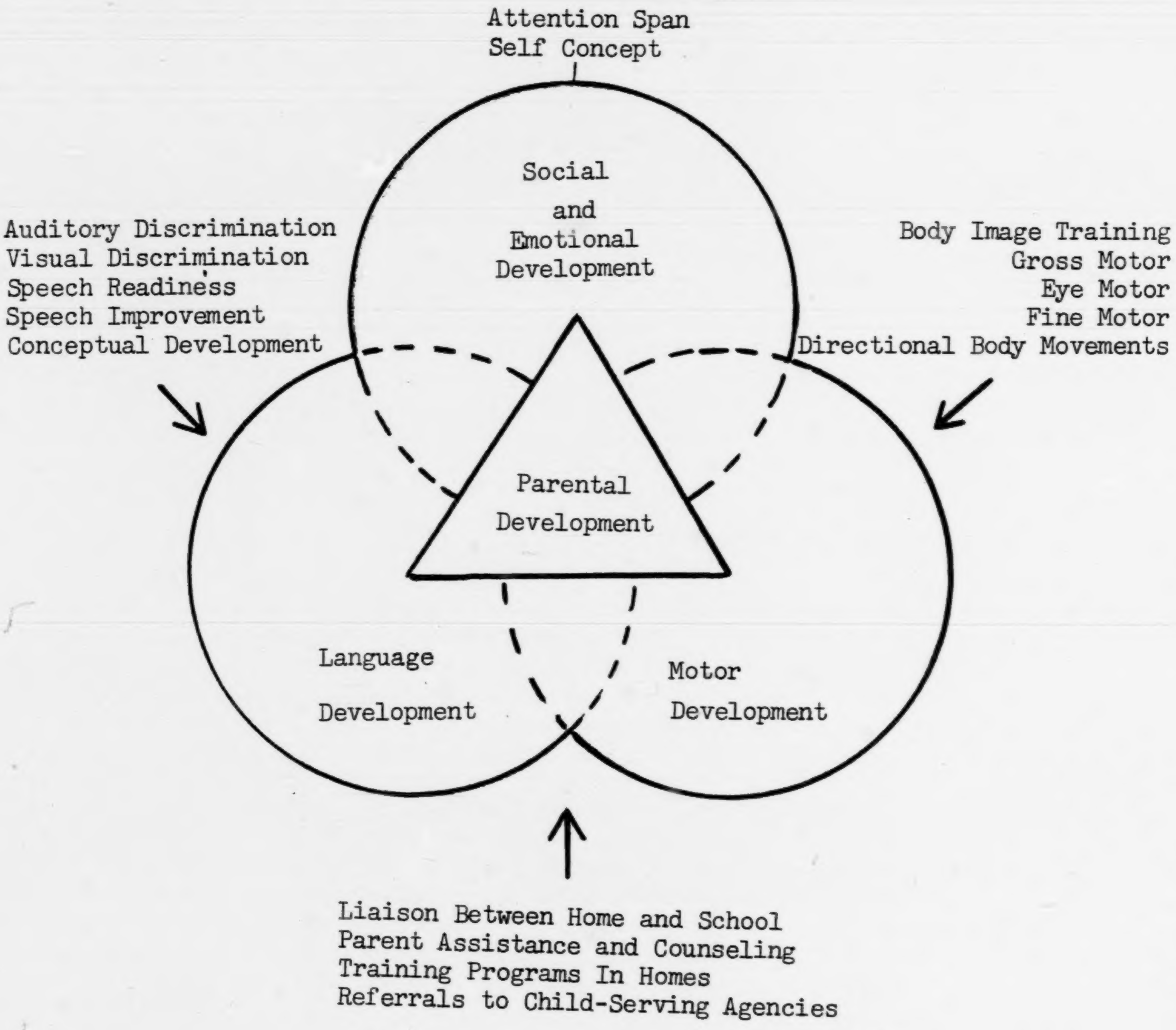
Securing the cooperation of parents takes skill, for among these parents are some who themselves did not do well in school and dropped out; many now fear or resent the school. Some work long hours outside the home and have little energy left for the school interests of their families. They venture out timidly and at great effort, but are basically appreciative of opportunities to talk among themselves and with the teacher or home-school counselor about their children. A home visitor to relate the school and the home, to hold or facilitate individual and group conferences with parents, to help plan programs and opportunities for the education of parents, and to help parents understand and accept the handicaps of their children is a necessity for those working with disadvantaged children. Through the Preschool Special Education Component of our Central Cities Project parents of disadvantaged children will have the conveniences of a centrally located Child Study Center with facilities and personnel to serve the child's total needs. The parents of multiply handicapped children can receive guidance and counseling from a single source. But, most important, the child will recieve more adequate service designed to recognize the needs of the total child in assessing his handicaps and potentialities. (12)

The task of attempting to eliminate all deficits of the disadvantaged child during the short period of time spent in the preschool is not an easy one and may seem unrealistic. Intensive work must be taken by everyone conerned, including parents, to attack these deficits which are the most crucial to school success.

Modern civilization demands more of the child than ever before, and demands are increasing daily, however opportunities are decreasing for the child to experiment. For these reasons, the preschool programs must be selective in what they set out to accomplish. (13)

SPECIAL EDUCATION MODEL

This model outlines the individual prescriptions written by the specialists which include activities to increase the cognitive, affective and psychomotor development of preschool children predicted to experience failure upon entering elementary school. The prescriptions emphasize matching learning skills to the children's rate and style of learning. A program has been planned by the home-school counselor that involves the families of children receiving individual prescriptions. Parental participation and development is viewed as being as important to the children as the emphasis on their academic achievement and social and emotional development.


Attention Span
Self Concept
Social and Emotional Development
Auditory Discrimination
Visual Discrimination
Speech Readiness
Speech Improvement
Conceptual Development
Body Image Training
Gross Motor
Eye Motor
Fine Motor
Directional Body Movements
Parental Development
Language Development
Motor Development
Liaison Between Home and School
Parent Assistance and Counseling
Training Programs In Homes
Referrals to Child-Serving Agencies

Objectives

The special education component is focusing upon the needs of a small population group.

The objectives of this component are:

1. Identification of the group.
   a. To identify children within the Central Cities population whose behavior suggests potential learning problems.
   b. To develop and use instruments in the appraisal process.

2. Instructional program development
   a. To provide multi-sensory approaches for changing the learning of the children.
   b. To design individual prescriptions to meet specific needs.

3. Home-school counseling program
   a. To plan ways the family can support the school program.
   b. To visit the home to explain the program to the parents.
   c. To help the parents understand the nature of the child's problem.
   d. To give parents assistance in developing programs at home that will reinforce the school program.

4. Staff development program
   a. To develop skills of early childhood teachers in identifying children with potential learning or behavioral problems.
   b. To develop skills of early childhood teachers in determining educational needs of center children.
   c. To develop skills of paraprofessionals who will be carrying out prescriptions of instruction for individual children.

5. Evaluation program
   a. To evaluate prescriptions daily by staff members.
   b. To administer tests to determine the effectiveness of the lessons and activities.

Rationale

References

1. Magary, James F. and Eichorn, John R. *The Exceptional Child,* Holt, Rinehart and Winston, Inc., 1960.

2. Kirk, Samuel A. and Johnson, G. Orvile. *Educating the Retarded* Child, Houghton Mifflin Company, 1951.

3. Bloom, Benjamin; Davis,Allison, and Hess, Robert. *Compensatory Education for Cultural Deprivation,* Holt, Rinehart and Winston, Inc., 1965

4. Corbin, Richard and Crosby, Murill. *Language Programs for the Disadvantaged,* National Council of Teachers of English, 1965.

5. Hammill, Donald D. and Powell, Lafayette S., "A Screening Device for Early Detection of Emotional Disturbance in a Public School Setting," *Exceptional Children* (May, 1967). 648

6. Deutsch, Martin. "The Disadvantaged Child and the Learning Process," *Compensatory Education for Cultural Deprivation,* ed by Benjamin Bloom, Allison Davis and Robert Hess, Holt Rinehart and Winston, Inc., 1965.

7. Deutsch, Martin; Katz, Irwin, and Jensen, Arthur R. *Social Class, Race and Psychological Development,* Holt, Rinehart and Winston, Inc., 1968.

8. Machie, Romaine P. "Opportunities for Education of the Handicapped Under Title I Public Law 89-10," *Exceptional Children* (May1966).

9. "School Social Work," U.S. Department of Health, Education and Welfare. *A Service of Schools Bulletin* Number 15, U.S. Government Printing Office, 1964. pp. 16-25

10. Loretan, Joseph O. and Umans, Shelley. *Teaching the Disadvantaged,* Teachers College Press, 1966.

11. Cruickshank, William M. and Johnson, G.Orville. *Education of Exceptional Children and Youth,* Prentice Hall, Inc., 1958.

12. "Educating Disadvantaged Children Under Six," *Disadvantaged Children* Series No. 1. U.S. Government Printing Office, 1965.

13. Kephart, Newell C. *The Slow Learner in the Classroom,* Charles E. Merrill, Inc., 1960.

PART TWO

INSTRUCTIONAL STRATEGIES

DIAGNOSIS

The initial step in identification of children requiring additional assistance beyond the regular classroom program is referral by the early childhood teacher or the research and evaluation component. Once the child has been identified the specialists from the special education component observe the child's behavior in the classroom and on a one to one relationship.

Upon entrance into the Central Cities program, the entire population is retested at intervals to provide a continuing record of progress. These scores are pertinent to the specialists in carrying out a remedial program. The battery of tests include:

The Slosson Intelligence Test
The Peabody Picture Vocabulary Test
The Carrow Auditory Discrimination Test
The Preschool Attainment Record
The Caldwell Preschool Inventory

The Slosson Intelligence Test is a short test; the items are similar to those on the Stanford - Binet, but it provides a lower base for children. Slosson administered a large number of Slosson and Stanford - Binet tests in an alternate manner to obtain comparative results and obtained a reliability coefficient of .97 for the short test in individuals age 4 to 50 years. Items for children under four were adopted from the Gesell Developmental Schedules. When given by professional persons, Slosson's Short Intelligence Test (SIT) gives IQ's which are valid for screening purposes. For infants and children under four; scores must be considered tentative; however if the scores are very high or very low, they may be useful for screening purposes. (1)

In some instances students from the area universities or the staff psychologist administer detailed IQ tests to children. The tests administered to give a deeper appraisal of overall ability are the Stanford-Binet and the Wechsler Preschool Scale of Intelligence.

A further appraisal of verbal intelligence is provided through the Peabody Picture Vocabulary Test. This test measures the child's hearing vocabulary and thus appraises only his verbal intelligence. This test is advantageous to use since oral expression is not required. The pictures are line drawings without extraneous stimuli. In the test standardization, White children and youth from the Nashville area were used. Research findings on test reliability and validity from 1959 to 1964 are reported in the manual and cover a wide range of subjects with various handicaps as well as normal children. None of these research projects were conducted on Negro disadvantaged children. The mean scores of the Peabody for the entire Central Cities population in 1968-69 were 75 on a pretest and 84 on a post-test. (2)

The Carrow Auditory Discrimination Test for language comprehension is being administered. The purpose of this test is to measure auditory comprehension of linguistic structure. The test has not been standardized; test results from Central Cities will become a part of the standardization. (3)

The Caldwell Preschool Inventory is an instrument which inventories a child's achievement in areas which constitute a foundation for success in school. The areas appraised are personal-social responsiveness; associative vocabulary; concept activation, numerical; and concept activation, sensory. This test is also in the process of being standardized. The sample being evaluated includes children ages three through six who come from a wide range of socio-economic backgrounds and includes those who have and those who have not had preschool experiences. The inclusion of the disadvantaged children in the sample should increase the usefulness of this test to Central Cities and similar projects. (4)

The Preschool Attainment Record (PAR) was developed by Edgar A. Doll, Ph. D. It combines an assessment of physical, social and intellectual functions of young children. Doll, who developed the Vineland Social Maturity Scale, uses the same standardized interview technique for administering the PAR. At Central Cities an adaptation of the Preschool Attainment Record developed by the Southwest Educational Development Laboratory is used. The evaluation is made by the early childhood teacher. (5)

When teaching takes place for the purpose of remediation, it is necessary to use instruments which will probe specific areas of deficit. If the child has a learning disability whether it is slow maturation or severe brain damage, teaching procedures should be individualized. The teacher should be knowledgable not only about a child's intelligence level, family and developmental history and emotional adjustment, but should also be aware of the areas in which the child functions best and the areas in which he suffers from a deficit. (6)

Instruments used by the Central Cities Special Education Component to discover individual problems are:

The Illinois Test of Psycholinguistic Abilities
The Frostig Developmental Test of Visual Perception
The Goldman Fristoe Test of Articulation
Audiometric tests for hearing acuity
Diagnostic teaching

The purpose of the Illinois Test of Psycholinguistic Abilities (ITPA) is to determine areas of difficulty in communication rather than to determine overall ability. It analyzes the processes which take place when a person receives a message, interprets it and translates it into an appropriate response. It also appraises certain psychological functions which are part of the communication process. The test measures these areas of cognitive abilities: Channels of communication, psycholinguistic processes, and levels of organization. (7) Standardization of the test was performed on a group of subjects who were randomly selected; linguistically normal children ranging in IQ scores between 80 and 120. Negro children were excluded for the sampling. (8) A later research study was carried out by S.J. Weaver on culturally deprived Negro children. (9)

The Frostig Developmental Test of Visual Perception is administered to children over four years of age who are in language therapy classes. The test measures five visual areas; eye-motor coordination, figure-ground perception, form constancy, position in space, and spatial relationships. Visual perceptual skills in these areas are important to the development of future reading and writing skills. Although this test was standardized on a group which included all socio-economic groups, Negro children were not included. (10)

Errors in articulation and syntax are sufficiently poor in some of the children that their speech is unintelligible. While it is not the policy of this component to give intensive articulation therapy; it is expected that a program of speech readiness and improvement will lead to articulate speech. The Goldman-Fristoe Test of Articulation is given in the fall and spring so that a measurable record of progress can be a part of the research data. This test is designed to assess the child's ability to produce consonant sounds in the three positions in words.

Children in the language therapy program are given an audiometric sweep test and indication of the possibility of any hearing loss merits referral to certified audiologist.

The home school counselor makes periodic visits to the home of each child receiving special education services. Reports of parent interviews provide valuable information including a medical and social history of the child and an appraisal of the home environment.

In addition to the standardized tools which provide insight into the nature of learning difficulties, the therapist or teacher can derive many clues from observation of the child's behavior during therapy sessions. The therapist combines the information from the tests, the history and observations of the child's behavior in the classroom and on the playground. A remedial program for the child can then be planned. The therapist may not be able to come to a definite conclusion in some cases. Diagnostic teaching, which is a combination of evaluation therapy and observation of the child's behavior, should continue in any case. (11)

There is a need for standardized tests which are more suitable to the language background of disadvantaged children, especially in the area of remediation. One difficulty in administering the Frostig came from the verbal instructions. These are lengthy and contain some rather sophisticated concepts for the child with a language deficit. In the Goldman-Fristoe Articulation Test as well, certain pictures are not familiar to some disadvantaged children. Many widely accepted tests, especially those designed for remediation have been standardized only on a white, and in some instances only on a middle class, population.

Children in the special education component are referred to other agencies for further diagnosis when this seems advisable. These include referral to the Texas Christian University Speech and Hearing Clinic for a complete audiological evaluation, to the Child Study Center for psychiatric consultation and in-depth testing, and to private physicians for medical problems.

SPECIAL EDUCATION COMPONENT

Diagnostic Evaluation

Sample

Name: Jim (fictitious)

Birthdate: July 8, 1964

REFERRAL: Jim was referred by his teacher in April, 1969 when the special education component was added to Central Cities. He was among the slower learning children in the class, was difficult to control and had a short attention span.

FAMILY HISTORY:

The special education home-school counselor reported that Jim is the youngest of six children whose ages range from five to eighteen years. The mother works and there is no father. The home appears to provide reasonably comfortable living conditions

At the age of two Jim was hit by a car and suffered a broken leg. There were no pertinent findings in the prenatal and birth histories. Early development followed a normal course. Jim has dressed himself since age four except for his shoes.

He is subject to asthma and allergies.

TEST SCORES:

Fall, 1968		May, 1969	
Slosson IQ	104	Slosson IQ	103
Peabody IQ	64	Peabody IQ	101
PAR	109		

A Frostig Test of Visual Perception was given in May, 1969. The perceptual quotient was 90 which was 14 points below IQ. Perceptual age was below chronological age 4-10 in several areas. Eye motor coordination was the weakest area; he scored a perceptual age of 3-9. Other areas showing some deficiency were figure-ground (4-0), form constancy (4-0) and spatial relations (4-0).
An ITPA was given in the fall of 1969. The psycholinguistic age was 4-9 and the chronological age 5-4. The mean scale score was 31.5. None of the subtest scores deviated significantly from the mean score; which would mean that he had no severe deficiencies in his ability to receive and utilize either auditory or visual stimuli.
Audiometric sweep test indicated no loss of hearing acuity.
Articulation test: Jim omits some of the final consonants on words; some of the letter substitutions he makes are environmental in nature.

OBSERVATION:

Observation indicates that Jim is a very active child. It is difficult to hold his interest to any quiet activity. He does well on auditory training exercises but he can "tune out" auditory stimuli when his interest is elsewhere. His speech is intelligible.

EVALUATION:

Jim does poorly in areas involving visual perception and eye hand coordination, as shown by the Frostig test scores. While none of the ITPA subtest scores are more than ten points below the mean score (The point considered a deficiency), it is interesting to note that the lowest score was in visual sequential memory. The psycholinguistic age 4-9 was considerably below chronological age, 5-4. Speech is not sufficiently distorted to be a concern at this age. It is possible that Jim's position as the youngest child in the family has caused him to be slower maturing; the possiblility that he lost some time in maturation as a result of the injury at age two, or as a result of asthmatic attacks should be considered. Since the child is so hyperactive and has a short attention span with a history of trauma, brain injury must also be considered.

RECOMMENDATIONS:

Jim needs to be in a language development program that will supplement the regular classroom work. In this program the emphasis should be on eye-hand coordination along with other visual training activities. In addition, Jim needs to develop better listening habits in preparation for elementary school tasks. Hopefully this program will also help diminish his activity and increase his attention span.

FOLLOW THROUGH:

Test scores: May, 1970

Slosson IQ	106
PAR	109
Peabody IQ	105

A Frostig Test of Visual Perception given in January showed a perceptual quotient of 91 which was only one point gain from the earlier test. However the June 1970 test showed a perceptual quotient of 108. His age equivalent in the eye-motor coordination test is now one month above chronological age.

The Peabody IQ score which measures hearing vocabulary has gone from 64 on entry to Central Cities to 105 which is equal to overall intelligence as measured by the Slosson.

The ITPA repeated in June, 1970 showed a psycholinguistic age of 5-8 with a chronological age of 5-11. The mean scaled score was 35.4; there were no significant deviations. Jim was extremely active during the testing procedure. He still has short attention span. The articulation retest shows that he no longer omits the final consonants except for r. Jim will be ready for first grade in September and if his progress continues he should not need any help beyond the regular classroom program. If the hyperactivity continous, it would be well to refer the child to the Child Study Center for further diagnosis as the possibility of brain injury cannot be entirely eliminated.

Diagnosis

References

1. Slosson, Richard L., Slosson Intelligence Test For Children and Adults, Slosson Educational Publications, 1963.

2. Dunn, Lloyd M., Expanded Manual: Peabody Picture Vocabulary Test, American Guidance Service, 1965.

3. Carrow, Elizabeth., Examiner's Manual: Auditory Test For Language Comprehension, Southwest Educational Development Laboratory, 1969.

4. Caldwell, Bettye M., The Preschool Inventory: Technical Report, Educational Testing Service, 1967

5. Doll, Edgar A., Preschool Attainment Record; Research Edition, American Guidance Service, 1969.

6. Johnson, Doris and Myklebust, Helmer R. Learning Disabilities: Educational Principles and Practices, Grune and Stratton, 1967.

7. Kirk, Samuel A., McCarthy, James J., Kirk, Winfred., Examiners Manual: Illinois Test of Psycholinguistic Abilities, revised edition, University of Illinois Press, 1968.

8. McCarthy, James J., Kirk, Samuel A., The Construction, Standardization, and Statistical Characteristics of The Illinois Test of Psycholinguistic Abilities, University of Illinois Press, 1963.

9. Weaver, S.J., "Psycholinguistic Abilities of Culturally Deprived Children," The Illinois Test of Psycholinguist Abilities in Current Research, ed. by Barbara Bateman, University of Illinois Press, 1964.

10. Frostig, Marianne. Developmental Test of Visual Perception: 1963 Standardization, Consulting Psychologists Press, 1964.

11. Barry, Hortense. The Young Aphasic Child Evaluation and Training, The Volta Bureau, 1961.

SEQUENCING

Areas of Emphasis in Program Planning

There are certain general principles which apply to the teaching of the preschool child with a learning problem. It is important to begin at the level at which he can experience success. If the child begins to fail and appears anxious, the teacher should drop back to the level at which he can experience success and proceed from this point. Children with learning problems have had a great deal of failure experience and must be taught that they can be successful. Training should begin with activities involving gross skills and proceed to those which require finer skills. Learning proceeds from the concrete to the abstract. The development of language and of pre-symbolic skills should proceed simultaneously.

A technique which often proves helpful in teaching the child with a learning disability is the use of the three period lesson as described by Montessori. The object or quality is first identified by the name ("this is red, this is blue."). The second period is concerned with recognition. The objects are again presented and this time the question is posed, "show me red; show me blue." The third period of the lesson is the period of recall when the question is asked, "what do we call this?". If at any stage the child fails, the specialist should return to the first stage with no indication that the child has made an error. She should advance only as the child's ability permits. (1)

Improvement in general coordination and the ability to manipulate one's own body in relation to space are basic skills which preceed other learning. General coordination practice gives children specific experience in body movement. Kephart stresses the need to develop the child's neuro-muscular system as a part of learning readiness. (2) Activities which are designed to improve general coordination include a series of exercises such as head roll, bilateral arm movements, bilateral leg movements and combination of these. (3)

Balance is one of the earliest skills which a child develops. Until this becomes automatic, the child must exert effort and concentration on the process of movement. Development of balance frees him to concentrate on other skills. Walking beam activities develop balance as well as an awareness of the body's relation to space and of directionality. (4)
In addition to this an "obstacle course" improvised from tables and chairs provides the child with an opportunity to learn about the amount of space his body requires, and to discover such concepts as over, under, around, between as he maneuvers his body under a chair, over a table, between two chairs.

Activities to improve perceptual-motor skills are an essential part of the program to help the child with delayed language or speech. Bangs defines perception as the process of attaching structure to sensation. It requires three things, sensory excitation, an intact sensory end organ and adequately functioning neural systems. (5)

It is essential that the young child receive training that will improve all sensory channels; auditory, visual, tactile and kinesthetic. He must develop eye-hand coordination, visual perception, visual memory, auditory perception and memory and tactile awareness. He must learn not only to interpret the sensory stimuli but to perform the appropriate motor response.

It has been found that the deprived child is frequently lacking in auditory skills. It is through auditory channels that the child can determine distance, be alert to his environment, communicate with others and acquire language.

Auditory memory is essential if the child is to develop language. Inflection and rhythm patterns are the first means the child uses to comprehend often repeated sentences. Later he learns to attach meaning to words. By utilizing auditory memory he retains the sequence of a series of sounds. (6)

The auditory training program begins with discrimination of grossly different sounds and proceeds through the various steps to the more sophisticated levels of recognizing pitch differences and retaining and carrying out two or three directions given verbally.

Visual perception is the ability to recognize and discriminate visual stimulus and to associate it with previous experiences. There can be a maturational lag in the development of visual perception. In the case of the disadvantaged child, a lag in visual experiences can retard interpretation of stimuli. If language is to develop, visual experiences must be provided. (7)

A program which has as its goal the development of learning readiness, must provide the child with an opportunity to improve eye-hand coordination. The child learns that the hands work together and support each other. The hands and eyes serve as a team and as tools for expression. Success of many later school oriented tasks will be dependent upon adequate eye-hand coordination. Sorting, polishing and pouring are among the activities which are designed to improve eye-hand coordination and visual perception. Tactile and kinesthetic experiences are woven into the program. The child learns to use these sensations as areas of information first by identification of gross differences. Later he learns to identify contrast in textures; hard and soft, smooth and rough through the tactile experience.

Training in perceptual-motor skills and coordination is not the total answer. The development of an adequate language or symbolization is as essential in the preschool experience as is the development of motor and perceptual skills. When children learn to use words as tools for thinking, reasoning or problem solving it means that past experiences are being effective in determining behavior.

The National Council of Teachers of English established a task force in 1965 to survey various language programs for the disadvantaged. This task force recommended that nonstandard English dialect be a concern at the preschool level only to the extent that it interferes with language learning. Many of the children at Central Cities have speech which contains sufficient misarticulations to render it unintelligible. It is the aim of the special education component to help these children improve their speech to the point where they can be understood. It is necessary for a child to learn to manipulate the mouth, jaws, lips and tongue if he is to produce articulate speech.

Modeling is an important technique in speech improvement. The teacher, specialist and paraprofessional must provide a model of good speech for the child at all times. Beyond this the specialist must feed back to the child the correct form of his own idea. An example of this type of modeling might be:

> Child- "Me go tore yestiday evenin."
> Teacher- "Oh did you? I went to the store last evening too."

The child's speech pattern is never critized. Children with speech problems should be encouraged to verbalize freely. This is particularly true of the disadvantaged child with unintelligible speech. Children are urged to talk about their experiences and thus to develop new verbal skills. (8) It is imperative that each language session provide the child with an opportunity for oral expression.

The following is suggested sequencing of concepts for the child with a learning problem. The list serves only as a starting point in concept development:

1. Name
2. Body image including labeling of body parts first on himself, then on others and finally in pictorial representation. At the same time the child should be taught motor skills which will develop laterality, balance and an awareness of self in relation to space.
3. Clothing
4. Foods and utensils for eating
5. Objects common to daily life -- furniture, transportation, classroom, home
6. People -- parents, other family members, teacher, nurse, doctor, fireman, policeman, etc.
7. Toys
8. Seasons

The principles applied in teaching words to the aphasic are practical for use with the disadvantaged child. The sequencing of words should be:

1. Labeling — nouns
2. Action — verbs
3. Other often used words such as prepositions
4. Descriptive words -- adjectives and adverbs
    a. how many
    b. what kind
    c. how
    d. when

It is essential in the sequencing of concepts that the child be taught (1) to name the real object, (2) to name the object upon seeing a representation, (3) to label when shown a picture, and (4) at a later age, the abstraction or symbol - the word.

It is necessary to discover the level of the child's learning and proceed from there. The child who is a slow learner needs reinforcement of concepts which have already been taught in the classroom. The language development program seeks to reinforce these concepts by presenting them in a variety of ways. Through proper sequencing the language development program is designed to develop the whole child. The program is endeavoring to free the child of failure experiences and, when possible, raise the level of his performance to that of his peers.

Sequencing

References

1. Montessori, Maria. *Dr. Montessori's Own Handbook*, Schocken Books, 1965.

2. Kephart, Newell C. *The Slow Learner In the Classroom*, Charles E. Merrill Co., 1960.

3. Chaney, Clara M. and Kephart, Newell C. *Motoric Aids to Perceptual Training*, Charles M. Merrill Co., 1968.

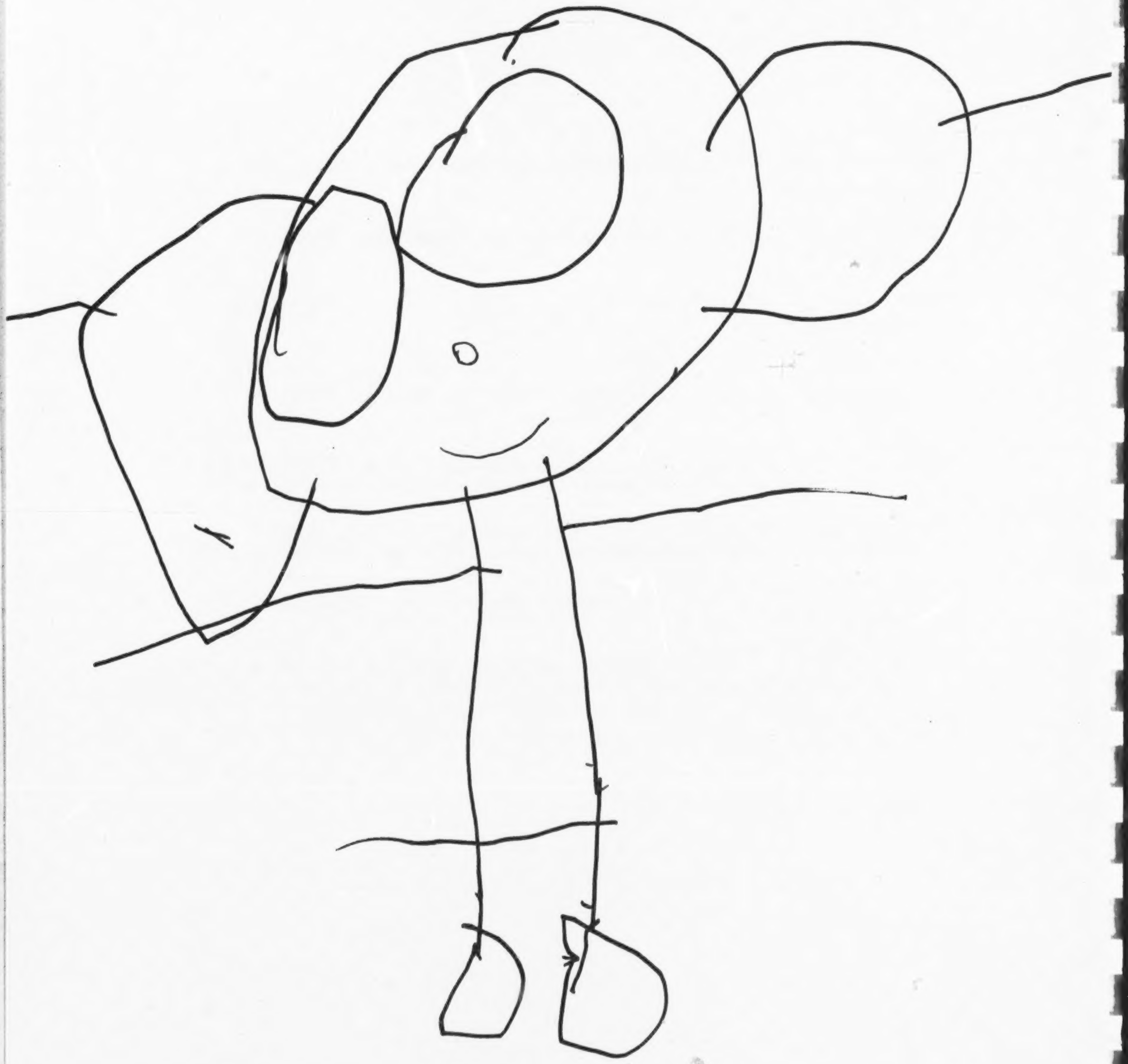
4. Getman, G.N., Kane, Elmer Halgren, Marvin R. and Mckee, Gordon W., *Developing Learning Readiness*: Teacher's Manual, Webster Division, McGraw-Hill Book Company, 1968.

5. Bangs, Tina E., *Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide*, Appleton Century-Crofts, 1968.

6. Johnson, Doris and Myklebust, Helmer., *Learning Disabilities: Educational Principles and Practices*, Grune and Stratton, 1967.

7. Frostig, Marianne. *Beginning Pictures and Patterns*: *Teacher's Guide*, Follett Educational Corporation, 1966.

8. Corbin, Richard and Crosby, Muriel. *Language Programs for the Disadvantaged*, National Council of Teachers of English, 1965.



TEACHING TECHNIQUES

Duties and Approaches of Personnel

The instructional program of the special education component is tutorial in nature. Individual prescriptions are structured for individual children to correct, limit or prevent future handicapping. These individual prescriptions are written by the special education specialist and the language development specialist. Because of wide spread deficiences ranging across the cognitive, affective, motivational and social level of the children referred to the special education component, individual prescriptions are written by the specialsist to be given in the classroom setting. These are based on developmental schedules and apply early childhood techniques.

The special education specialist reviews the list of children referred to the component by test results, staff and teacher referral. The specialist further observes and reviews the test results of those children with specific disabilities. Individual prescriptions are then structured to meet the needs of these children. The language development specialist structures and teaches individual prescriptions to children needing additional help in language development.

Paraprofessionals are a part of the special education component, one assists the language development specialist in carrying out individual prescriptions while two teach individual prescriptions within the classroom setting. The paraprofessional gives supplementary lessons to children needing additional training to improve auditory and visual perception. They are chosen on a basis of education, good language pattern, and past experience with children.

The duties of the home-school counselor in relation to the instructional program are: To plan with Central Cities staff how the family can support the school program for each child; to visit in the home to explain the program of the component to the parents; to help the parents understand and accept the specific problems of their child; to assist the parents in developing a program at home which will reinforce the center program; to work with individual children as the need arises; to substitute in the classroom when needed; to serve as a resource person to the Central Cities staff; to observe in the classroom.

Individual prescriptions written by the specialist are taught daily by the paraprofessionals. They are instructed on procedures to follow in teaching the prescription. After the lesson is taught a daily evaluation is made of the child's progress to determine the ability of the child and the suitability of the prescription. Individual prescriptions written for children identified as below the norm of the group receive their individual prescriptions within the classroom setting during the social education and language development periods. These children do not miss the class lessons taught by the early childhood teacher. These children receive reinforcement prescriptions from the special education paraprofessionals during the time they would be with a classroom aide.

Since language is a communication skill that includes the understanding and use of gesture and oral and written symbols, the inability to use and understand these symbols adequately, seriously retards the child's language development. (1) The language development specialist gives each child that has been identified as having a language problem at least two remedial lessons each week. The lessons are based on a diagnostic study of the child.

The home-school counselor reports to the component on each interview with parents of children served by the component. An effort is made to reduce parent's anxiety and assist them in understanding their child's limitations. (2) The counselor assists the parents of the children in providing experiences for their children at home that re-inforce the lessons taught in the classroom. The counselor reinforces the teacher's conference with parents, and answers questions about problems that cause emotional stress to relieve parents anxiety.

Language, oral and written, forms the basis of the child's education. As the preschool child continues to learn, he uses his oral language system to develop concepts, influence people around him and become prepared for formal education. He becomes knowledgeable primarily through auditory channels. There are children in the Central Cities Project that have not followed an orderly pattern when learning language so as a result have disordered or delayed language. Research indicates that early childhood experiences are responsible for later development. The early years of a child's life are formative ones which may influence the limitations on later group achievement. (3) Other aspects of behavior are often discovered. Poor psychomotor coordination may be a notable sign of a central neural deficit, language delay may be due to poor hearing or there may be a delay in mental maturation. (2)

The tutorial approach is used in order to teach directly to the chid's disability. The individual prescriptions are dictated by the abilities and limitations of the child. The appropiate tests indicate the base line for the skill and content of lesson. Special psychological factors are important in individualizing the prescriptions. The selection of procedures is just as vital as the selection of material for the child's level of development. (4)

Diagnostic teaching is especially needed when the child fails to progress along accepted lines. Some children need visual, auditory or kinesthetic cues in order to attain their level of achievement. Support and encouragement are necessary to free the child from fears of failure. Since many of the children are emotionally, socially and academically retarded the prescriptions must be tailored to reduce the difficulty level but still be stimulating to the child at his interest level.

The child does not necessarily overcome the deficits by exposure alone to enriching stimuli. The behavior reflects the lack of a symbolic system by which to organize the plentiful stimulation surrounding them. The child must involve himself actively with the stimuli in order to understand their significance. Active involvement refers not to motor activity alone, but rather to internal mental manipulation. The aim of the component is to develop the ability of the child so that he can organize thoughts, reflect upon situations and comprehend the meaning of events. The inability to develop abstract attitudes presents one of the greatest deficiencies in disadvantage children. (5)

The individual prescriptions written by the specialists are aimed at exposing children to a wide range of stimuli that might be beneficial. It is hoped that better equipment, parent participation and perceptual and psychomotor training will contribute to the alleviation of the deficits found in the center children.

Inservice meetings were provided for early childhood teachers and teacher assistants. Diagnostic techniques were demonstrated and discussed to aide in identifying children with potential learning or behavioral problems. Assistance was given to teachers in determining the educational needs of children with special problems. Weekly inservice meetings were held with teacher assistants to discuss the prescriptions to be given to individual children and evaluate the child's progress.

SAMPLE CURRICULUM LESSON

UNIT XIII VEHICLES LEVEL D
(Group classroom lesson)

Training Area: Auditory

Behavioral Objective: Upon hearing a sequence of four vehicles named and asked by the teacher to place the vehicles in the order named, the child will place the vehicles in correct sequence.

Materials:
- toy motor cycle
- toy jeep
- toy truck
- big toy car
- little toy car

Procedure: Seat three or four children on the same side of the table. Display the toy vehicles and allow time for each child to look and hold each one. Place all the vehicles in the center of the table.

Tell the children:

> I am going to name four vehicles.
> I want you to listen carefully and remember which I say first, second, third, and fourth. When I call your name I want you to place them in the order you heard me say them.

Name four vehicles e.g. "motorcycle, big car, truck, jeep." Be sure the child waits until you say all four before he begins to sequence them. Continue until each child has had several turns sequencing the vehicles.

Evaluation: Each child will place the vehicles in the order named.

Related Activity:

Give each child a large sheet of paper and a pencil. Instruct him to draw a large road such as a freeway and draw at least three kinds of vehicles traveling on the road. Magazine cutouts of vehicles may also be placed on the road.

Individual Special Education Prescription

Prescription Format

Training Area: Area of Instruction

BEHAVIORAL OBJECTIVE: Specify the behavioral changes desired and how they are evaluated

MATERIALS: List materials required to achieve behavioral objectives

PRESCRIBED ACTIVITIES: Methods and strategies used to implement individual prescriptions

REINFORCEMENT: Suggestions for lowering the level of the prescription or raising the level to meet the needs of the child.

Individual Special Education Prescription

Sample

Training Area: Auditory

Behavioral Objective: When given two directions by the teacher such as, Put the spoon on the book and the cup in the box, the child will follow two directions after completing five prescriptions.

Materials: 4 red cubes, a book, a box, a cup, spoon, and a crayon

Prescribed Activities:

Introduction:
Good morning, my name is -----------------.
Have the child repeat his name and street name.

Monday
Introduction:
Have the children recall what they saw from the bus on the way to school.
Have the children identify the articles that you have.
Have them do it in unison and then individually.
Then give the children two instructions:
Put the spoon on the book, and the cup in the box.
Put the colored cubes on the book and put the spoon on the table.
Put the colored cubes in the cup and the spoon on the book.
Have each child give one direction.

Tuesday
Introduction:
Recall what the children had for snack.
Instruct one child to give another child two articles.
Have the child name the articles that he has received.
Continue activity until all the children have had a turn.
Have the children tell how the articles are used.

Wednesday
Introduction:
Recall what the children had for breakfast.
Give each child a piece of manila paper and a crayon.
Have them draw a circle and a square. (two directions at once)
Have the children draw a square and put the crayon in the box. (two directions)
Put two red cubes on the book and put the spoon in the cup.
Put the cup on the book and two cubes in the cup.

Thursday: Similar prescription

Friday: Criterion test is given on prescriptions.

Reinforcement: Suggestions for lowering the level of the prescription or raising the level to meet the needs of the child.

SPECIAL EDUCATION COMPONENT

Special Education Lesson Evaluation Sheet

Teacher ________________________ Room No. ________ Date ____________________

Teacher Assistant ____

Type of Prescription: Auditory Visual Self Concept

Name of child receiving Prescription :

Please indicate child's ability to follow prescription:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Comments:

1. Was prescription too difficult for child?
2. Should prescription be repeated?
3. Other observations.

SPECIAL EDUCATION COMPONENT

Educational Prescription for Language Development

CHILD:

TEACHER:

BEHAVIORAL OBJECTIVE : See Procedures

To Improve Language:
Behavioral objective - After using the buttoning tying frame, discussing the shape, color and texture of a ball and a block, and assembling a SEE-QUEE puzzle; each child will button and tie the frames, use one descriptive word about the ball and the block and sequence a series of events in logical order.

Teach buttoning and tying using frames
Use descriptive words
Repeat See-Quee puzzle activity

To Improve Auditory Discrimination:
Behavioral objective - After the teacher beats a simple rhythm pattern on a drum each child will produce the same rhythm. He will imitate three out of five rhythms successfully.

Imitate rhythms on a drum

To Improve Speech:
Behavioral objective - After practicing movements of the tongue and lips, and after the teacher leads the child to participate in a conversation, each child will use speech that is easily understood by the teacher.

Tongue and lip exercises and babbling
Conversation

To Improve Coordination:
Behavioral objective - After performing gross motor exercises, walking on a walking beam and making diagonal lines on a chalkboard, each child will move one leg and the opposite arm in a pattern, walk the length of the walking beam by crossing his feet and move both hands simultaneously to make a diagonal pattern on the chalkboard.

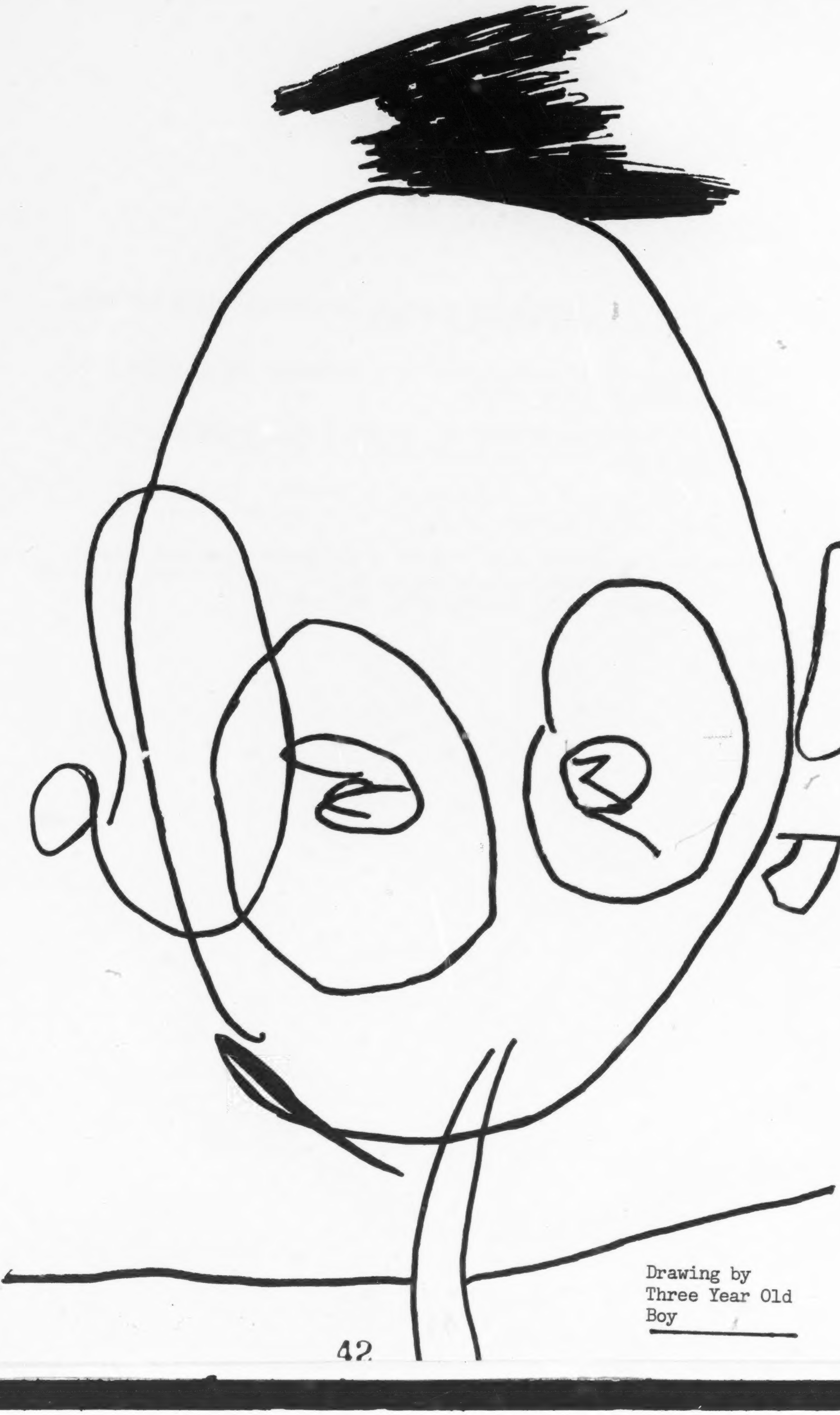
Exercises - through alternating arm and leg movements
Walking beam - through sideways walk crossing feet where possible
Chalkboard - through diagonal lines

EVALUATION:

Teaching

References

1. Bangs, Tina E., Language and Learning Disorders of the Preacademic Child, Appleton - Century - Croft, 1968.
2. Kirk, Samuel A., Johnosn, G. Orville. Educating The Retarded Child, Houghton Mifflin, 1951.
3. Corbin, Richard; Crosby, Muriel. Language Program for the Disadvantaged, National Council of English, 1965.
4. Cruickshank, William M. and Johnson, G. Orville. Education of Exceptional Children and Youth, Prentice- Hall Inc., 1958.
5. Blank, Marion, and Solomon, Frances. "A Tutorial Language Program To Develop Abstract Thinking in Socially Disadvantaged Preschool Children," Child Development, 1968



Drawing by
Three Year Old
Boy

EVALUATION

Evaluation of individual prescriptions is done to determine changes in the behavior of children receiving special assistance from the special education component.

The specialists review the records of children referred to the component; these children deviate from the norm of the group. Some may deviate in several areas, some in only one, pointing out that some children may have a combination of learning disabilities. Each child is evaluated as an individual who can benefit from individual prescriptions designed to correct his disabilities. After the review is made, the specialists determine if further testing and evaluation is necessary.

Observation of children in the classroom setting and on the playground is necessary in order to arrive at a true assessment. Some of the behaviors the specialists look for that suggest the child may need special services are: irritability, hyperactivity, shor attention span, emotional ability, mild clumsiness, poor auditory retention span, deficient linguistic ability, perseverance in oral expression, minimal creative pursuits, inability to transfer meaning, poor evaluation and organization of perceptual clues, absence of self criticism and frustration in communication activities. (1)

There may be a delay in developing linguistic functions such as generalization, association, discrimination, and manipulation of verbal concepts. (2) If a child is unable to perform a task, such as put a puzzle together the child does not need more practice putting a puzzle together but a carefully planned individual prescription to correct the inabilities. The child may not see well, or he may not be able to control his hands or his fingers. He may be unable to correlate what he sees with manual performance.

When special education prescriptions or language training is indicated from observations and test records, the goal is to provide such instruction for short periods each day within the classroom setting. Language training may take place outside the classroom for a short period but the child is not taken out of the classroom during a language or social education lesson taught by the early childhood teacher.

Since research shows handicapped children benefit most from an education during the years from three to ten, early prescriptions are indicated.

If education is not started early, the child's motivation may be hindered by responses conditioned by too many failures.

The parents have the opportunity to obtain guidance and counseling under the direction of the home-school counselor in reinforcing the activities of the center in the home situation. The counselor will evaluate the interest and participation of the parent in center programs. Parents are usually interested in their child's progress. (3) The counselor observes in the classroom to evaluate the behavior of children receiving special services in order to help the parents and to give suggestion to the specialists.

The special education paraprofessionals evaluate the daily prescriptions. The suitability of the prescription for the child and the progress made by the child is evaluated. When the tutorial approach is used it is easy to keep a daily record of the child's progress. If the child needs additional aid it can be given immediately.

Children with special learning problems cannot take advantage of an education without special assistance in most cases. The status of exceptional children change if the prescription and medical treatment is effective. The children can be moved out of the program as the norm of the peer group is reached to make room for others, if continous evaluation is done.

It is possible to see that structuring individual prescriptions for particular children involves extensive and intensive study. It is necessary to have the aid of many professional and non professional people. It is necessary to have a working relationship between the center and the parents. It involves a continous evaluation of each exceptional child.

Evaluation

References

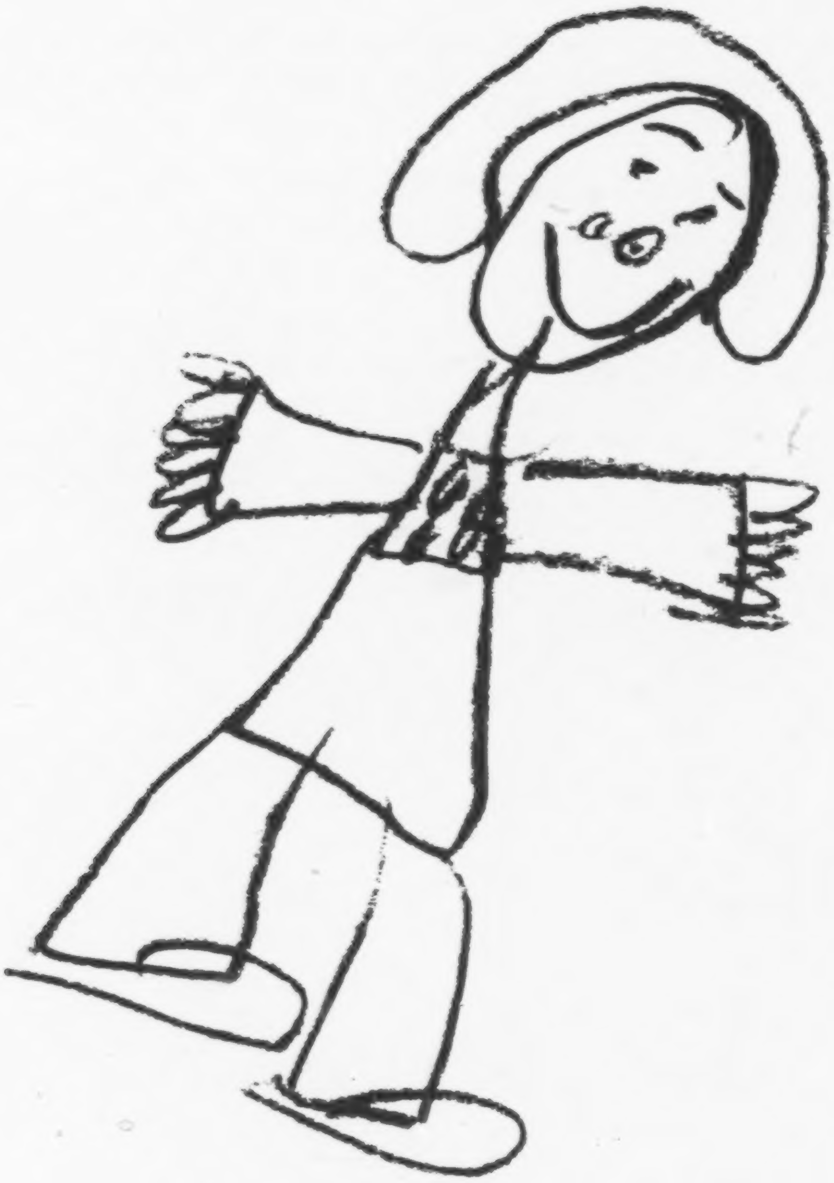
1. Ebersole, Marylou, Kephart, Newell C., Ebersole, James B., Steps to Achievement for the Slow Learner. Charles E. Merrill Publishing Co. 1968.

2. Schiefelbusch, Richard, Copelane, Ross H., Smith, James O., Language and Mental Retardation, Holt, Rinehart and Winston, 1967.

3. Cruickshank, William, Johnson, G. Orville. Education of Exceptional Children and Youth, Prentice-Hall Inc. 1958.

4. Blank, Marion and Solomon, Frances. "A Tutorial Language Program to Develop Abstract Thinking in Socially Disadvantaged Preschool Children." Child Development, (1968).

5. Vallett, Robert E. The Remediation of Learning Disabilities. Fearon Publishers, Palo Alto, California, 1967.



Drawing by
Five Year Old
Girl

PLANNING, LESSONS, and PRESCRIPTIONS

Planning

The special education component plans the daily prescriptions as an extension of the daily lesson taught by the early childhood teacher in the classroom. A special education curriculum cannot evolve by reducing the curriculum used by the group or by emphasizing more drill. The children served by the component need methods adapted to their individual needs. The teaching approach needs to be made through the sensory avenues that have not been effective in the past. Concrete techniques are emphasized even when abstract subjects are being taught. An effort is being made to build a curriculum so that the behavioral objectives are accomplished by way of a well planned series of learning steps. Careful evaluation is necessary to be sure the child is ready for the next step.

Three teaching levels are taken into consideration when structuring individual prescriptions. These are the tolerance, challenge and frustration levels. The child can work easily at the tolerance level. As the child moves to the challenge level he learns to apply himself. The frustration level is avoided. Prescriptions are based on either the tolerance or challenge levels depending upon the behavioral objectives and the child's ability to cope with lesson materials. A variety of methods are used that will reinforce one another. (1)

The disadvantaged child has a variety of learning difficulties. Research shows that the outstanding difficulty is in abstract thinking, that the child lacks an internal symbolic system by which to organize and codify their world. Disadvantaged children do not have the opportunities for development that are provided in the "typical" middle class environment. Since the opportunities are not available, the deficiencies in abstract thinking become entrenched. (2)

Since symbolic thinking is an internalized system which need not have an outward manifestation the typical nursery school setting can offer a coverup for those children who are handicapped in their cognitive functioning. The teacher may tell the boys to take large steps across the room and the girls to take small steps. The child who does not comprehend can still perform by limitation. Even if the deficit is detected by the teacher a group situation limits what can be done for the child. Individual prescriptions taught on a one to one basis can attempt to correct this deficit.

If the deficit is corrected early the child can develop the type of behavior that is required by his environment. Behavior must be developed that is flexible in order to meet the changes that are constantly being made in the classroom. A series of activities should be available to be selected to meet these changes being made in the classroom. (3) Experiences given to the child on a one to one relationship makes it possible for him to complete the task successfully. Careful choice of a varied and broad selection of activities helps to keep interest and motivation high. Persistence is developed when the child experiences success.

Before the prescription can be written planning is necessary. First the children, who need special assistance, must be identified. Some of the functions that can affect the behavior patterns of the child are vision, hearing, muscular coordination, intelligence, physical health, attitudes toward family and loved ones, and eating and sleeping habits. Basic needs of the child must be considered. His achievement, security, love and affection, ability to share and freedom from guilt and fear must all be understood. Satisfaction of his basic needs becomes even more difficult if the child lacks skills. (4)

Lessons:

The lessons are divided into two components which are language development and social education. The language development lessons are divided into two units: receptive and expressive. Receptive and expressive language cannot be totally separated. (5) The child can engage in expressive language when he has acquired meaningful experiences and understanding has been established. Expressive language is an endeavor to express concepts of feelings. Expressive presupposes reception, thus the way a child expresses himself gives the teacher a cue to his receptive language. (6) If the child does not remember words, sequences or cannot discriminate between words that sound alike or between sounds made by sound blocks or cylinders, these relationships between reception and expression cannot be overlooked in diagnosis or remediation.

The language component prescriptions are divided into auditory,visual, motor and speech. Often listening and speaking are treated as if they were perfectly correlated processes. Research has shown that handicapped individuals exhibit a much higher degree of receptive language than they do expressive language. Expressive language can be thought of in terms of output. Detection of these disorders is easier than the receptive disorders which continue to be difficult to identify. Reception can be intact while expression is deficient.

The primary goal of the special education component is the development of auditory language for those children having receptive problems. The child who cannot comprehend will have a difficult time adjusting. Remedial procedures are used to help the child understand the written word rather than letting him compensate only visually. Research indicates that early training for language development shows that children make more progress between the ages of three and four than those referred at five or later. Many children that do not receive early training, become more like the deaf and tend to overcompensate for their disability and become move visually and tactually oriented. Emotional problems also develop. (6)

Auditory receptive deficits in children make it difficult for them to sort out sounds and words. If the child does not understand, then the teacher must reduce the amount of language used. Meanings of words are taught so that the child's auditory environment should be structured so that meanings of words are taught in isolation, then in phases and sentences as the child grows in understanding. The use of repetition is required in all learning but more so when learning problems in memory or comprehension are evident. Words and concepts are repeated until they become meaningful.

The social education lessons are divided into intrapersonal and interpersonal relationships. The intrapersonal series relates to the child's self image or body concept. Prescriptions are written to help the child identify the parts of his body and their use. The interpersonal relationships covered by the prescriptions are family, school and neighborhood. Most interpersonal relationships are nonverbal in nature. (6)

Prescriptions:

Individual prescriptions are based on the child's previous experiences, meaningful words, and words that sound different. Words that sound alike require a high degree of auditory discrimination which some children with receptive deficiencies do not have.

Word meanings or concepts are not simple auditory-motor associations. When the child learns the name of an object such as block, he must later learn it can have different shapes, sizes, colors and uses. The prescriptions help the child understand auditory symbols as they occur and to use them appropriately. The meanings of the words come only after the child has used them in numerous and varied experiences.

Each individual prescription has a behavioral objective that defines the behavior desired by describing the conditions under which the behavior will occur. Clear cut objectives are necessary in order to evaluate the prescription efficiently. This gives a sound basis for selecting appropriate instructional materials. The important conditions under which the behavior will occur are defined. The criteria of acceptable performance by describing how well the child must perform to be considered acceptable will also be written into the behavioral objectives. (7) Curriculum behavioral objectives encourage generalization which is the application of specific skills to purposeful activities; such as walking, running, skipping are used for body locomotion. It allows for variation and a broad basis for conceptualization. (1)

The materials used in the prescription will be governed by the content and the ability of the child. The materials used are safe, appropiate and munipulative.

The procedure is in the form of individual prescriptions. After appropriate assessments are made a baseline for instruction for each child in the program is made. The prescriptions are varied and rotate active and passive activities, activities that flow easily from one to another and vary in length according to the attention span of the child. Daily prescriptions are planned and written by delineation of assets and deficits of each child.

The evaluation of the child's response to the lesson will be made daily by the paraprofessional who teaches the prescription to the child. From time to time, the specialist will test the children using the behavioral objective of the lesson as the criteria. The behavioral objective specify the condition and acceptable level of performance. Continuous evaluation is made of the child's process. (8)

The follow through procedure is based on the results of the child's performance. Additional activities are included on a lower or high level of behavior depending on the needs of the child. Continuous reinforcement takes place.

The status of exceptional children changes if education and medical treatment is effective. Daily evaluation will show growth and change as it occurs. Then the child can be moved on to provide facilities for other children needing special attention.

Planning

References

1. Ebersole, Marylou, Kephart, Newell C., Ebersole, James B. Steps to Achievement for the Slow Learner. Charles E. Merrill Publishing Co. 1968.

2. Blank, Marion. A Methodology for Fostering Abstract Thinking in Deprived Children. Department of Psychiatry, Albert Einstein College of Medicine, Bronx,N.Y. Publisher unknown.

3. Kephart, Newell. The Slow Learner in the Classroom. Charles Merrill Publishing Co. 1960.

4. Deutsch, Martin. The Disadvantaged Child and the Learning Process. Compensatory Education for Cultural Deprivation, ed. by Benjamin Bloom, Allison Davis, and Robert Hess. Holt, Rinehart, and Winston. 1965.

5. Schiefelbush, Richard L., Copeland, Ross H. and Smith, James O. Language and Mental Retardation. Holt, Rinehart and Winston, 1967.

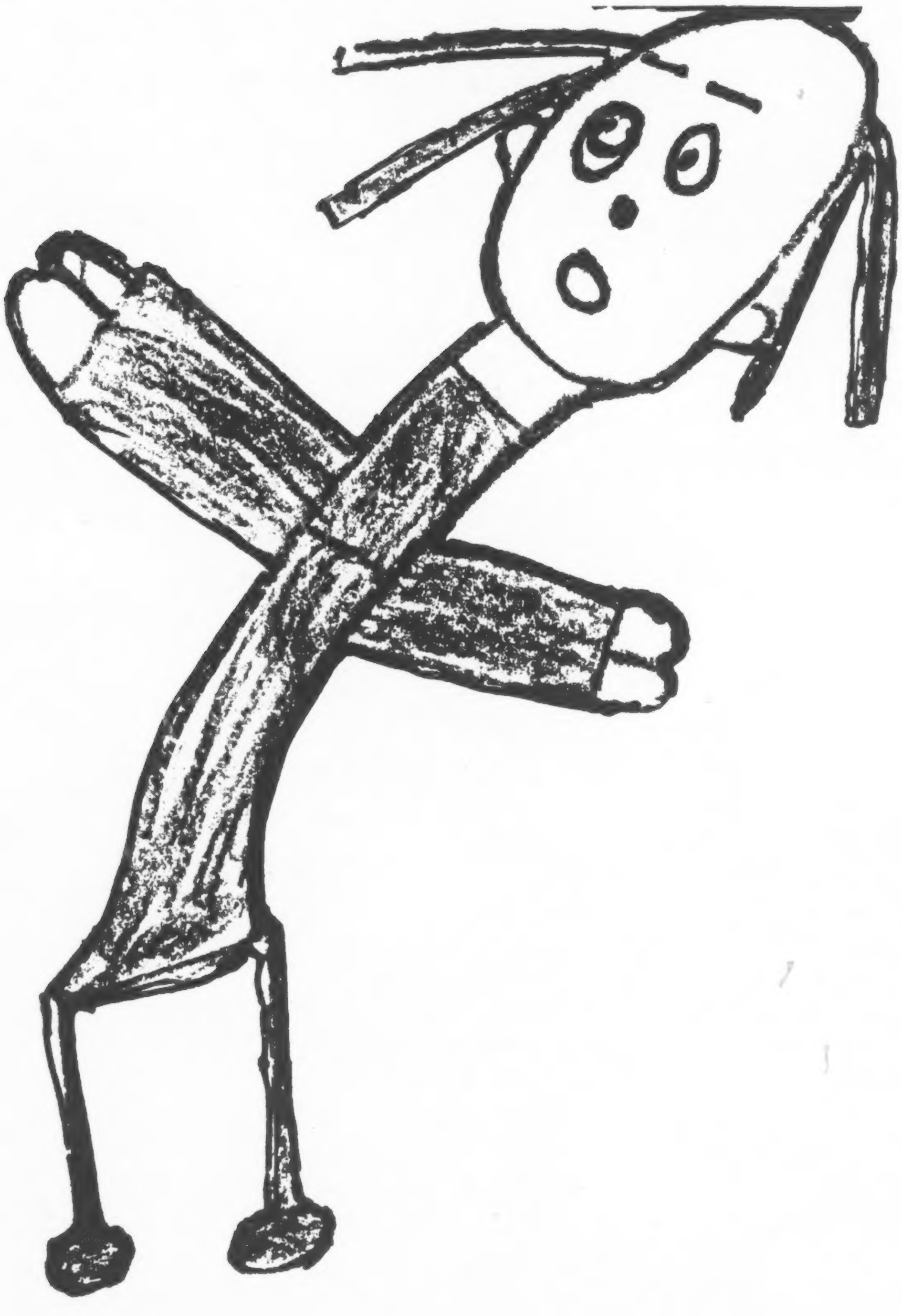
6. Johnson, Doris J. and Myklebust, Helmer R., Learning Disabilities Educational Principles and Practices. Greene and Stratton, 1967.

7. Mager, Robert F. Preparing Instructional Objectives. Fearon Publishers. Palo Alto, California, 1962

8. Cruickshank, William M. and Johnson, G. Orville, Education of Exceptional Children and Youth. Prentice-Hall Inc. 1958.

PART THREE

INSTRUCTIONAL CONTENT



Drawing by
Five Year Old
Girl

Scope and Sequence

for

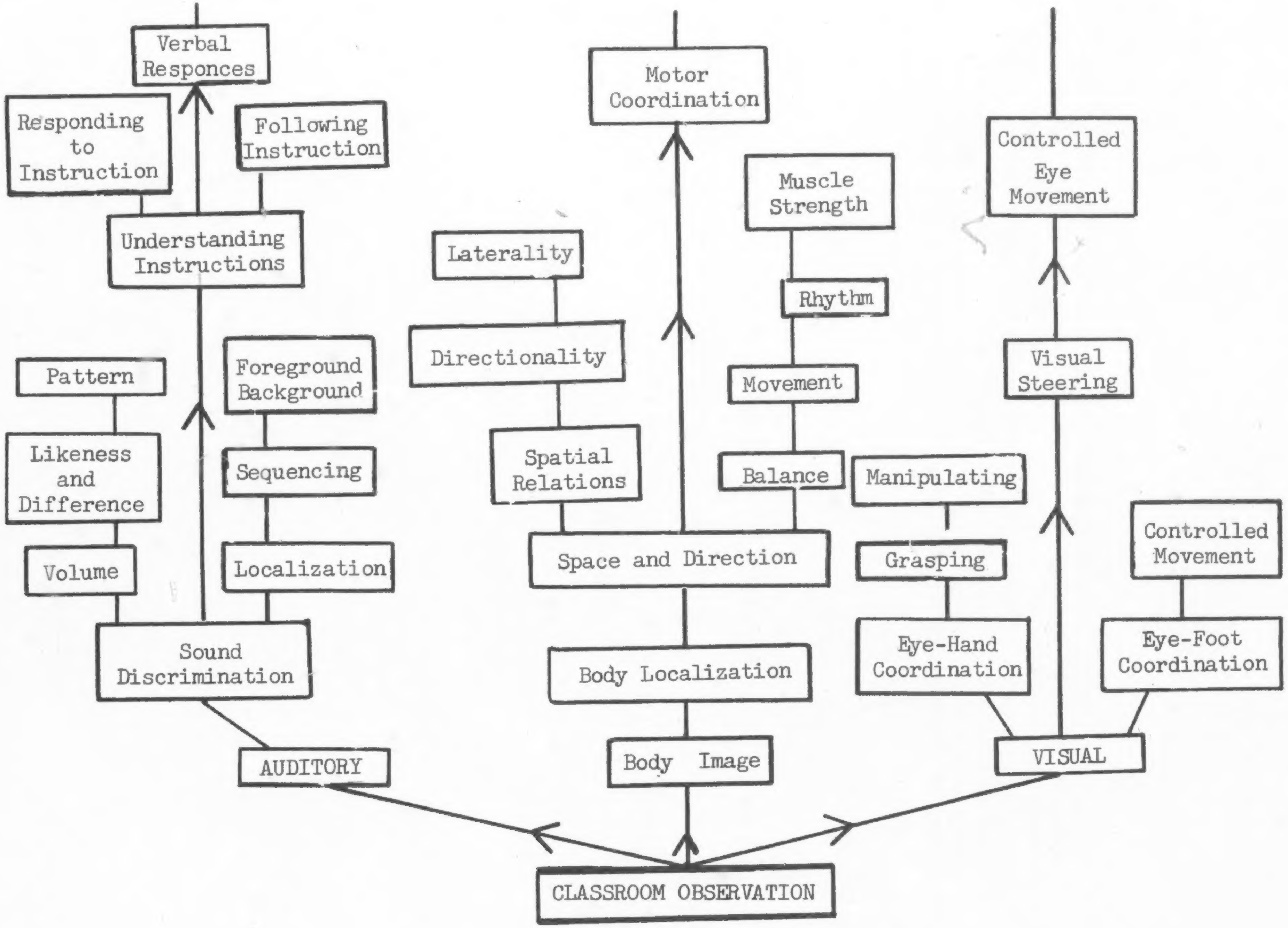
Individual Prescription

Written by

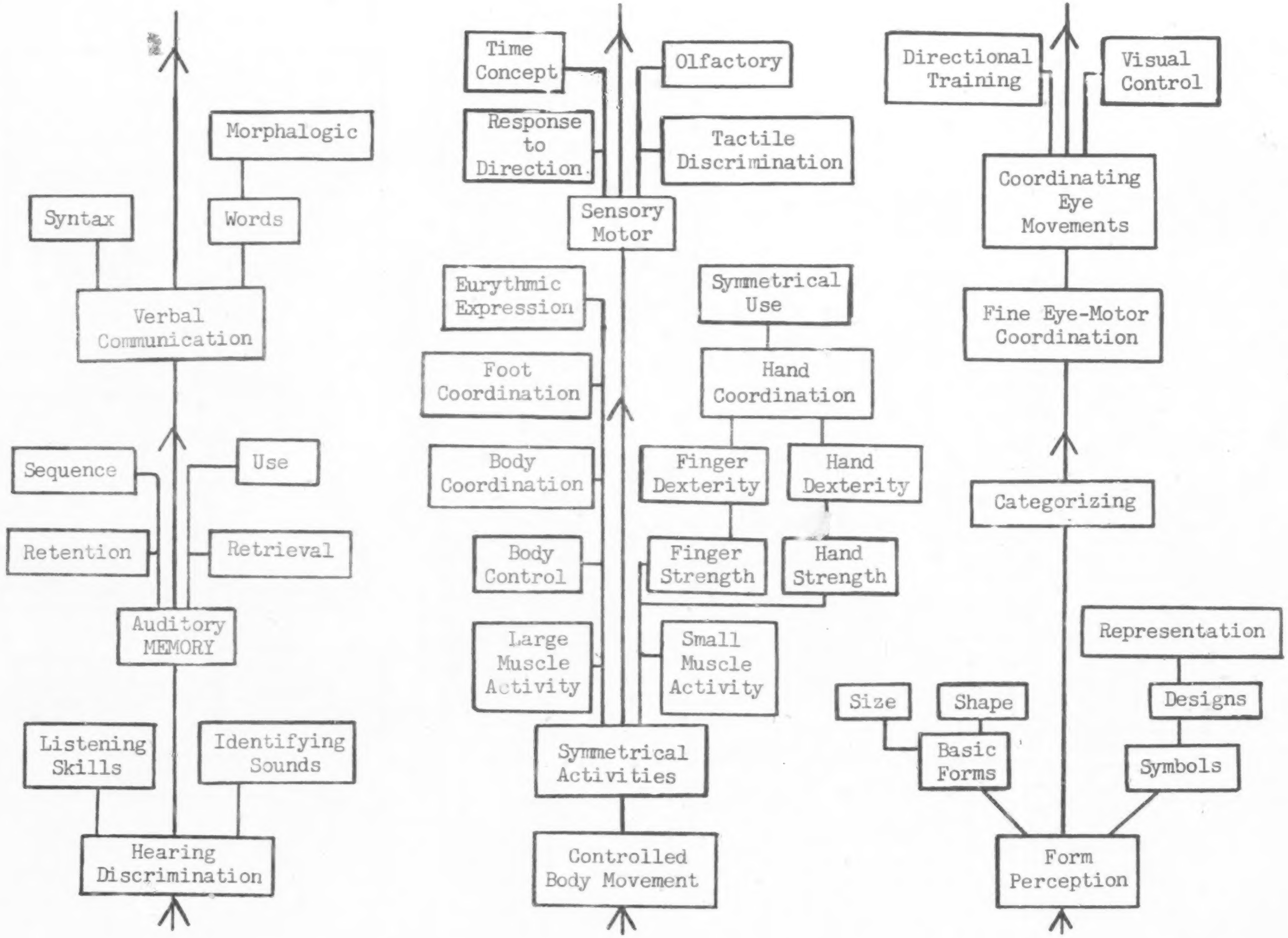
Special Education Specialist

Language Development Specialist

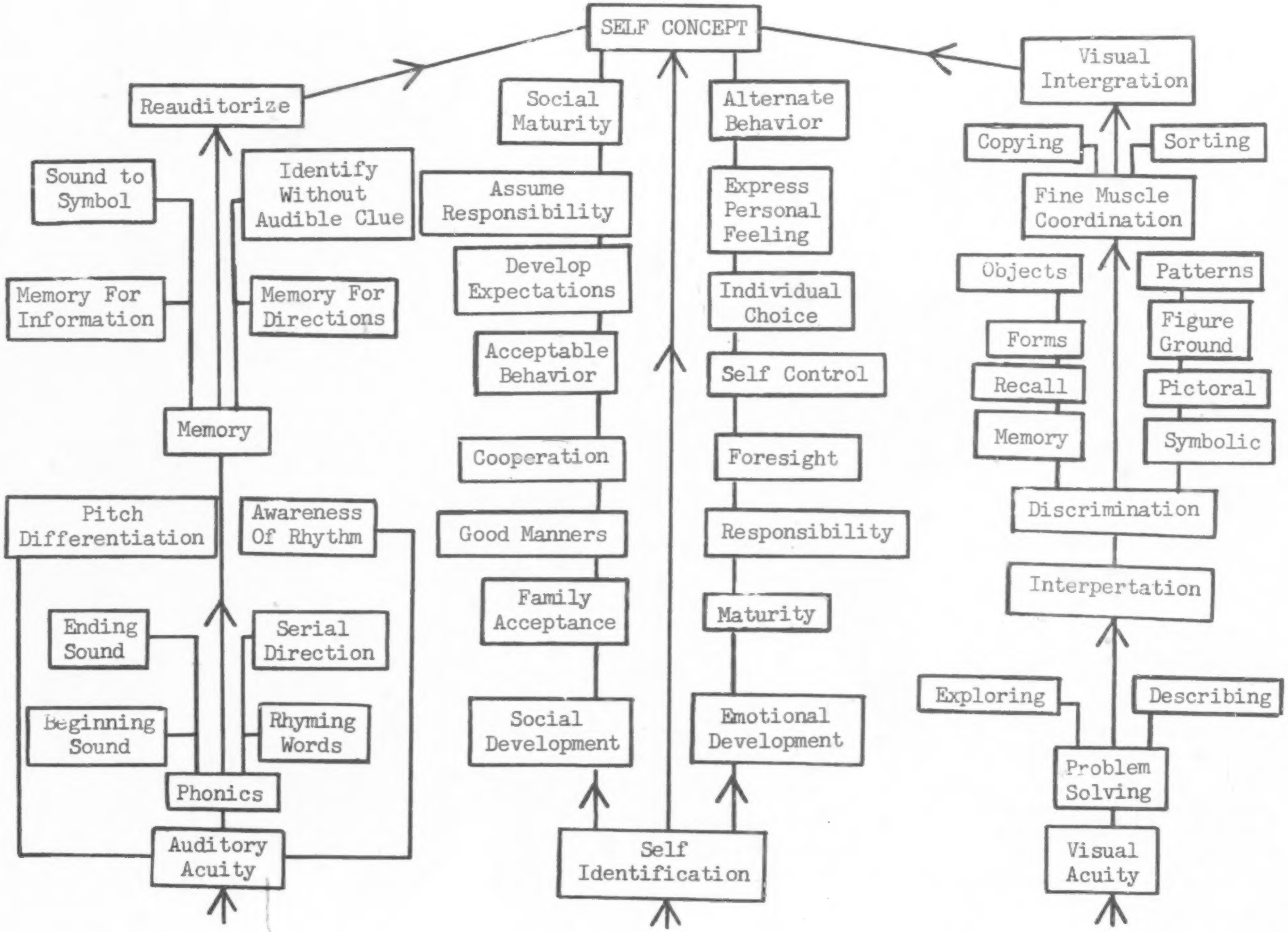
The scope and sequence has been developed in three areas of learning which are body image, auditory and visual training in three levels of development. The individual prescriptions that were written by the language development specialist and special education specialist to remediate learning disabilities follow the sequence of the chart beginning at Level I and moving up the chart to Level II and Level III. Each child progresses at his own rate of development.


Verbal Responces
Motor Coordination
Controlled Eye Movement
Responding to Instruction
Following Instruction
Muscle Strength
Understanding Instructions
Laterality
Rhythm
Pattern
Foreground Background
Directionality
Movement
Visual Steering
Likeness and Difference
Sequencing
Spatial Relations
Balance
Manipulating
Volume
Localization
Space and Direction
Grasping
Controlled Movement
Sound Discrimination
Body Localization
Eye-Hand Coordination
Eye-Foot Coordination
AUDITORY
Body Image
VISUAL
CLASSROOM OBSERVATION

Level I


Hearing Discrimination
Listening Skills
Identifying Sounds
Auditory MEMORY
Retention
Retrieval
Sequence
Use
Verbal Communication
Syntax
Words
Morphalogic
Controlled Body Movement
Symmetrical Activities
Large Muscle Activity
Small Muscle Activity
Body Control
Finger Strength
Hand Strength
Body Coordination
Finger Dexterity
Hand Dexterity
Foot Coordination
Hand Coordination
Eurythmic Expression
Symmetrical Use
Sensory Motor
Response to Direction
Tactile Discrimination
Time Concept
Olfactory
Form Perception
Basic Forms
Size
Shape
Symbols
Designs
Representation
Categorizing
Fine Eye-Motor Coordination
Coordinating Eye Movements
Directional Training
Visual Control

Level II


SELF CONCEPT
Reauditorize
Sound to Symbol
Identify Without Audible Clue
Memory For Information
Memory For Directions
Memory
Pitch Differentiation
Awareness Of Rhythm
Ending Sound
Serial Direction
Beginning Sound
Rhyming Words
Phonics
Auditory Acuity
Social Maturity
Assume Responsibility
Develop Expectations
Acceptable Behavior
Cooperation
Good Manners
Family Acceptance
Social Development
Alternate Behavior
Express Personal Feeling
Individual Choice
Self Control
Foresight
Responsibility
Maturity
Emotional Development
Self Identification
Visual Intergration
Copying
Sorting
Fine Muscle Coordination
Objects
Patterns
Forms
Figure Ground
Recall
Pictoral
Memory
Symbolic
Discrimination
Interpertation
Exploring
Describing
Problem Solving
Visual Acuity

Level III

SOCIAL and EMOTIONAL DEVELOPMENT

I. Rationale

The major responsibility of the special education component is to provide an environment which will allow children to develop higher levels of competence in intellectual, physical, social, personal and emotional areas. An emotionally healthy child is one that is comfortable with himself, his family and his peer group. This child has a sense of security and feels loved within his group.

The greatest period of change in emotional development is from birth to six years old. The foundation of adult personality may actually be formed during this period. Slow physical growth may retard emotional maturity. Physical lag may hamper the child in exploration and contact with the physical world. Developments during the years from one to three, take place that have direct bearing on the formation of character, discovery of self, curiosity about self and others. Behavior can be seen as a series of critical developmental phases that have to be mastered by the individual. If these phases are not passed through adequately the child may fall behind in learning experiences. The child is the result of his potential and the environment he lives in. The environment will also affect the emotional growth of the child. It is important to help the child accept and live in his environment as it exists. (1)

Acceptance, approval and affection are needed by the child to withstand the stresses and strains of every day living. If the child is to mature naturally, basic acceptance and approval must come spontaneously from the teacher and not on demand of the child. Judgment and timing are important so that the child will receive sufficient approval and affection with people, social institutions, social customs and social organizations. There are a series of progressive changes from birth to death in feelings, attitudes, social behavior and values. The culture of the group grows in the direction of complete satisfaction in the needs of its members. Emotional development may be defined as the process of psychic evolution that in the mature individual has progressed from infantile dependence to the capacity for assuming adult responsibility and posession of a good self image.

II. Self Concept

The preschool child must develop a self concept before learning can take place. Handicapped preschool children demand more considerations in emotional predispositions, individual differences and innate growth characteristics. (2) Our understanding of preschool children should be deepened and more humanized for social reasons. A committee of the White House Conference on Child Health and Protection estimated that there were 10,000,000 handicapped children of all ages in the United States. The frequency of the handicapped is listed in ascending order: visual handicap, epilepsy, motor disability, cardiac defect, tuberculosis and pre-tuberculosis, speech defect, deafness and impaired hearing, nervous and behavior disorders, mental deficiency and subnormality and malnutrition. (2) The majority of these handicaps were present at birth or appeared during the first five years. Some defects can be prevented or they can be ameliorated. Physical accidents that are involved, such as street and household accidents, which take a heavy toll during the preschool years, prove to have a psychological aspect. Many of the accidents arise because of the child's immaturity, which is another personal and social reason for understanding the preschool child. Whether a handicap is physical or mental it involves psychological understanding and guidance.

The newborn child makes no distinction between himself and the things around him. Self awareness comes through growth and experience. As the child grows he becomes aware of the parts of his body, that he wears clothes, and that he can influence others. The result is an awareness of self. When dealing with the concept of self, we need to consider emotions, perception, and individuality of the child. "The word self can then be reserved for the self of which the subject is aware; the self of self-perception." (3)

The body enters self awareness first because it is sensitive and it can do things. The child first becomes aware of the parts of his body. Then he learns to use them. The child soon learns to identify the parts of his body. As the child grows and develops, he begins to have the feeling of control over his body. Special prescriptions are written for those children who seem to be slow in developing a self concept. The way a child perceives his own body gives a hint as to his self image.

A child's identity is maintained by his memories of the past. When some of these memories are lacking, then the child may have uncertainties, or doubts about himself. Self perception and personality are the result of interpersonal relations or social interaction with others. (3) The self image of the child develops into ideals and judgements which are important to social and emotional development.

The child develops skills in solving social problems and making judgments, as his perception of self grows. He learns to get along with is peers on a one to one basis and in group situations. He develops the ability to anticipate the outcome of problems in a social situation. The child learns to control his actions and to demonstrate proper behavior. He develops the ability to assume personal and social responsibilities. The child must be taught self control, cooperation, and good manners to be socially acceptable. The child must be taught to consider alternate responses in learning situations, be able to make judgements and judge consequences of choices. It is essential to develop foresight and it should be emphasized throughout the curriculum. (4)

III. Attention Span

Many deficiencies have been found in young deprived children. These deficiencies range across the cognitive, affective, motivational and social areas.

The one to one tutorial approach is designed so the child will develop cognitive skills. The individual prescriptions are also designed to fit the specific capabilities of the child. (5)

Since the young child has a limited attention span, brief sessions involving frequent reinforcement of cognitive skills are given. The child needs consistent guidance to develop these skills. The child should be encouraged to complete the task started. If the prescription is geared to the child's level of attention, this can be accomplished. Then the task can become more difficult as the child's ability and attention span develop. The prescriptions should be on a day to day basis for ten to fifteen minute periods. When the child develops a command of language he will be able to cope more effectively in his environment. The environment is flexible to provide a setting in which the child can work with tolerance. When the child develops standards of conduct, he will be able to maintain acceptable behavior. As he develops control and organization, his attention span will increase. (6)

Each technique that is used in the prescriptions is geared to overcome a specific deficiency. The first consideration is developing the attention span of the child. The child is taught to recognize essential elements, such as body parts. Then the child is required to compare objects and to make choices. For example, he may be given several red cubes and one blue cube. He is asked to compare the cubes. Then he is asked to make a choice of red or blue.

Next the child is taught categories of exclusion. When the child's attention span is long enough to work within the teacher's frame of reference, then he can make independent responses. If the teacher directs the child to draw something other than a square or a circle, he is able to follow the instruction.

IV. Individual Prescriptions

Individual Special Education Prescriptions: Body Concept - Self Image

The prescriptions on self concept are written for the three and immature four year old child, who deviated from the norm of his group on the pretest or was referred by the teacher for observation. These children often enter the program with a small vocabulary and little concept of self. The prescriptions attempt to help the child build a good self image and help him succeed in the familiar environment of his classroom and his peers.

The child may need individual prescriptions because of several reasons. He may have been denied the natural experiences that most children experience at home. He may have had an emotional upset or some type of neuralogical dysfunction. He may have had over protective parents or grandparents.

Terminal Goals

The child will be able to name all of his body parts.

When shown a doll, the child will be able to name all the parts of the doll's body.

The child will be able to touch body parts with body parts on command.

The child will be able to move body parts on command.

The child will be able to tell how baody parts are used.

The child will have a concept of spatial relations.

The child will identify family members.

The child will have a concept of his place in the neighborhood.

Individual special education prescriptions

The individual special education prescriptions that follow were written to be given day by day with a criterion test given on the fifth day to evaluate the child's progress. They were taught in the classroom setting for approximately ten minutes each day. Prescriptions were written the first year of the project and taught to individual children. The second year of the project the prescriptions were revised and pilot tested on three year old children and immature four year old children.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When the teacher identifies parts of the child's body the child will respond with the name of the body part correctly.

MATERIALS: None

PRESCRIBED ACTIVITIES:

Introduction:
Sit with the child.
Have the child repeat his name.

Monday
Ask the child if he can say the teacher's name, if not
Say: My name is -----------.
Can you say my name?
Then say, This is my head, touch your head.
Have the child say, This is my head as he touches his head.
Review his nose, mouth and teeth saying, I touch my --------. you touch your -------. Have the child say nose, mouth and teeth.

Tuesday
Introduction:
Repeat, I touch my head you touch your head.
Then touch the child's head, nose, mouth, ears and have him name each part as you touch them. Say to the child, I close my eyes, close your eyes.

Wednesday

Introduction:
Yesterday, we talked about the parts of our head.
Show me your head.
I am going to point to different parts of my head.
I want you to point to the same part on your head and say, This is my ear, nose, etc.
If the child has difficulty, have him repeat the activity.

Thursday
Introduction:
Sit with the child.
Have the child repeat his name and teacher's name.
Today, we are going to play a game.
I close my eyes, you close your eyes.
I cover my ears with my hands you cover your ears with your hands.
I touch my nose with my finger, you touch your nose.
Have the child give the directions and the teacher will follow the child's direction.

Friday
Introduction:
Criterion Test
Touch the child's ears, nose, chin, ask him to name the parts as you touch them.
Tell the child: Close your eyes, open your eyes.

EVALUATION: The child will be able to name his head, hair, ear, nose, mouth and teeth.

REINFORCEMENT:

Have the child point to his head, hair,ear, nose, mouth and teeth.
As the teacher points to the child's head, hair, ears, nose, mouth and teeth the child will name them.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When body parts are identified by the teacher the child will be able to point to the body parts

MATERIALS: None

PRESCRIBED ACTIVITIES

Monday
Sit with the child: Say to the child My name is -------. Can you tell me your name?
Say: Today we are going to talk about our head. This is my head, touch your head.
Have the child touch the teacher's head, a doll's head or a fellow classmate's head

Tuesday
Sit with the child.
Say, My name is --------------, can you tell me your name?
Have the child say his name.
Ask the child if he is a boy or a girl. Accept one word answers until he builds a vocabulary.
Touch your head - say: This is my head, Touch your head. This is my hair, Touch your hair.
Have the child say head as he touches his head.

Wednesday
After the child touches his head, then say, This is my mouth, Show me your mouth.
Open your mouth, Close your mouth. Have the child say mouth.
Do you have teeth?
Show me your teeth.

Thursday
Repeat Monday's lesson.
Then say:
Open your mouth.
Close your mouth.
Say to the child, This is my nose, touch your nose.
Then have the child say nose, as he touches his nose.

Friday
Introduction

Criterion Test

Review parts of the head.
Have the child perform the following activities.
Touch your head.
Open your mouth.
Show me your teeth.
Touch your nose.

EVALUATION: The child will be able to point to his head, mouth, teeth, hair and nose.

REINFORCEMENT:

The child will be able to touch his head and hair and label them.

The child will be able to touch his head, hair, mouth, nose and teeth and label each part.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRANINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: Upon command of the teacher, the child will respond with the name of the correct body part.

MATERIALS: None

PRESCRIBED ACTIVITIES:

Monday
Have each child repeat his full name, Say my name is ------------.
Have the child repeat the names of the teacher and teacher assistant.
Then say to the child:
Show me your head, your ears, your nose.
This is my chin, show me your chin.
Then touch different parts of the head, have the child name them
(hair, ears, nose, mouth, teeth)
Tell the child, close your eyes, open your eyes.

Tuesday
Sit with the child, have him say, My name is ----- (Full name)----.
Give the following commands.
1. ____(name)____, close your eyes, put your hand on your head.
2. ______"______, close your eyes, put your hands on your cheeks.
3. ______"______, put your hands over your ears, and shake your head up and down.
4. ____(name)____, look at the windows and fold your hands in your lap.
5. ____________, put one finger on your nose and a hand on your ear.

Wednesday
Have the child say My name is (full name).
Review body parts, head, hair, nose, mouth and eyes.
Have the child identify the person or child sitting next to him.
Give the following commands:
1. __(name)__, place your hands on your head.
2. ________, place one hand on your head and one hand on your ear.
3. ________, place a finger on your nose and a hand on your neck.

Thursday

Have each child repeat his full name.
My name is -----------.
Point to different people in the room and ask the child to identify them.
Review parts of the head by pointing to different body parts: Say,
What is this?
The child will respond with the correct name.
If the child cannot respond say, This is my ------, show me your -------.

Friday

Criterion test questions

1. Show me your ears, nose and chin.

2. Open your mouth and close your eyes.

3. Put one hand on your ear and one on your mouth.

4. Say, As I touch parts of my head, touch the same part on your head and say it's name.

EVALUATION: When the teacher points to the ears, nose, chin or mouth the child will be able to name the part.

REINFORCEMENT:
The child will be able to name three body parts.
The child will be able to name the parts of the head and point to them as he names them.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When shown a puppet by the teacher, the child will name the parts of the head on the puppet.

MATERIALS: Hand puppets in a sack (3), (1 parent and 2 children).

PRESCRIBED ACTIVITIES:

Introduction
Sit with the child.
Have him repeat his full name.

Monday
Introduction:
I have something in a sack. Feel the sack, what do you think I have in my sack?
Have the child feel inside the sack without looking.
Have him take the puppets out of the sack and place them on the table.
Have the child choose a puppet and put it on his hand.
The teacher will choose a puppet also. Using the puppet, have the child name different parts of the puppet's head. (such as eyes, nose, ears, hair, mouth and chin.)

Tuesday
Introduction:
Let the child choose a puppet and put it on his hand.
Teacher choose a puppet also.
Use the puppet when talking to the child.
Say, Tell me your name.
Have the child use the puppet to answer.
Teacher will say, I have two eyes and two ears, show me your ears and eyes.
The child will point the features out on the puppet.
Have the child point to other parts of the head on the puppet.

Wednesday
Introduction:
Put the puppets on the table.
Have the child choose a puppet. Using the puppets have the child repeat his full name. Then have the child identify his body parts with the puppet.
Say, Show me your head, nose, hair, ears and eyes.
The child will touch or point to body parts named using the puppet.

Thursday
Introduction:
Have the child choose a child model from the Family Kit or a paper doll. Name body parts, have the child point to the part on the model and repeat the name of the body part.

Friday
Introduction:
Recall what they had for breakfast.

Criterion Test

1. Can the child name the parts of his head (eyes, ears, nose, mouth, hair, chin)?

2. Can the child name the parts of his hand?

3. Can the child name the parts of his leg.

EVALUATION: The child will be able to name body parts and point to them on his body.

REINFORCEMENT:

The child will be able to point to the parts of his head, arms and legs when the teacher names the parts.
The child will be able to name and point to the parts of his head, arms, and legs.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concpet

BEHAVIORAL OBJECTIVE: When given an outline of a head the child will be able to place the features in the correct position.

MATERIALS: Outline of head and features

Prescribed Activities:
Introduction:
Have the child repeat his full name.
Have the child tell of some incident during the day.

Monday
Introduction:
Have the child tell what he had for breakfast.
Review the parts of the head, hair, nose, mouth, ears, eyes.
Give the child two parts of the head and have him name them, such as eyes, and nose.
Place the outline of the head on the table. Have the child place the parts he has in position on the outline of the head. Do not help him.
Draw a diagram on the back of the evaluation sheet, showing where the child placed the parts of the head.

Tuesday
Introduction:
Have the child tell what he had for snack.
Review body parts by having the child close his eyes and touch the part of his head that is named.
Say: Close your eyes, Touch your head, mouth, nose and ears.
Give the child 3 parts of the face, then place the head outline on the table, have the child place them on the outline without help. (nose, mouth, eyes)

Wednesday
Introduction:
Have the child describe the teacher's head.
Place the outline of the head on the table. Give all of the parts of the head to the child.
Have him place them where he thinks they belong on the outline of the head.
Accept the position in which he places them.
Put the diagram of placement on back of evaluation sheet, label and date it.

Thursday
Introduction:
Have the child describe another child's head.
Give the child a picture of a boy and a girl.
Tell them to look at the picture.
Ask them the following:
Show me a boy. Why do you think it is a boy?
Show me a girl. Why do you think it is a girl?
Show me the boys or girls hair, head, eyes, mouth and ears.

Friday
Criterion Test

1. Can the child close his eyes and touch body parts on command? Mouth, ears, chin, cheek.

2. Can the child put the parts of the head in place on the head outline?

3. Show the child a picture of a child's head. Name different parts of the head for him to identify on the picture.

EVALUATION: The child will be able to place the parts of the head in the correct position on an outline of the head.

REINFORCEMENT:
If the child cannot place all the parts of the head on an outline, give him only the eyes to place on the outline, then as he does this with ease, give him other parts of the head such as the mouth, ears, hair, neck.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When instructed by the teacher to place parts of the body in certain positions, the child will be able to do so.

MATERIALS: pictures of parts of the body

PRESCRIBED ACTIVITIES

Introduction: (to be used each day)
Good Morning, My name is ---------.
Have the child say, My name is -------.
Help the child say, My name is ----------.
(full name)

Monday
Introduction:
Last week we talked about our head and all the parts of our head.
Place both hands on your head.
Allow time for the child to do this.
Place both hands on your ears.
Touch your nose, your chin.
Have the child put his hands on the table, palms down. Say, I lift one finger, you lift one finger; I lift my thumb, you lift your thumb. I lift all of my fingers, I put all my fingers on the table.
Have the child make a fist with his thumbs up.
Say, I hold my thumbs up, you hold your thumbs up.
Repeat until child can follow instructions given.

Tuesday
Introduction:
Review parts of the hand.
Say, I hold my hands up; you hold your hands up.
I shake my hands, you shake your hands. Put your hand on the table.
Say: This is my hand. This is my finger. This is my finger nail. This is my thumb. Have the child put one of his hands on the table and repeat the above sentence.

Wednesday
Introduction:

Recall some of the body parts
Say to the child: Put both hands on your head.
Touch your nose. Touch your mouth.
Touch your ears with both hands.
The teacher will touch his neck and ask the child to repeat by touching his neck.
I touch my neck, you touch your neck.
Then have the child hold his fingers up and say, I move my fingers, you move your fingers. I move my thumb, you move your thumb.
Introduce the wrist.
I touch my wrist, touch your wrist.
Place your hand on the table, have the child do the same. Identify the parts of the hand. Then point to a finger have him point to a finger, thumb, fingernail and hand.

Thursday
Introduction:
Say to the child, Look at the picture I have today.
Can you find the little boy's head? Put your finger on his head, his ears, his eyes, and his hair.
Does the boy have a neck?
Put your finger on it. Does he have hands? Find his hands, his fingers, his thumb and his wrist.

Friday
Introduction:
Criterion Test

1. Put your hands on the table.
2. Lift one finger up.
3. Touch your wrist.
4. Put both hands on your head.
5. Put both hands on your ears.
6. Cover your mouth with one hand.
7. Place your fingers together.
8. Close your eyes.

EVALUATION: When parts of the head and hand are identified by the teacher, the child will touch them.

REINFORCEMENT
If the child does not know all the parts of the head, review them on a puppet or on another child. Have the child point to the parts of the head and hands on another child or the teacher as they are named.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When shown a body part on a model of a doll and asked by the teacher, "What body part is this?" the child will label the body part. When demonstrated by the teacher how to move body parts in different ways, the child will move his body parts on direction.

MATERIALS Movable Melvin or model of child, drawing paper and crayons

PRESCRIBED ACTIVITIES:
Introduction:
Good Morning, my name is ---------.
Have the child repeat full name.

Monday
Introduction:
Give the child Melvin or similar child model.
Review all the parts of the head, arms, legs and trunk.
Have the child place his hands on the table.
Have him put his fingers of one hand against his fingers on the other hand. Have him put his thumbs together.
Give the child a piece of paper and a crayon. Have him place his hand on the paper and trace around it. (Note which hand he places on the paper)
Can he trace around his hand without help?

Tuesday
Introduction:
Review the parts of the body.
Have the child name as many parts of the body as he can without help.
Review the parts of the arm and hand by saying the following:
Hold your hands up with your elbows on the table.
Wiggle your fingers, wiggle your thumbs, put your hand flat on the table.
Model for the child.

Wednesday
Introduction:
Review the parts of the hand and arm with the child.
Call attention to his nails, fingers, thumbs, wrists, arms and elbows.
Have him make a fist with thumbs up, thumbs inside fist and one fist on top of other fist, and one hand on top of other hand.

Thursday
Introduction:
Review the parts of the hand.
Say the following finger play and demonstrate.
This is the way my fingers stand, fingers stand, fingers stand.
This is the way my fingers stand, so early in the morning.
This is the way I fold my hands, fold my hands, fold my hands.
This is the way I fold my hands so early in the morning.
(Fold hands on table)
This is the way I fold my hands, fold my hands, fold my hands.
This is the way I fold my hands so early in the morning.
(Fold hands on table).
This is the way they go to rest, go to rest, go to rest, go to rest.
This is the way they go to rest so early in the morning.
(Place hands in lap and on the last line, head on desk)
Then have the child repeat and perform the finger play by following the teacher.

Friday
Introduction:
Criterion Test
Place a Melvin on the table in front of the child

1. Can the child touch Melvin's hair, eyes, nose, ears, mouth when named by the teacher?

2. Can he touch parts of his body such as ear, nose, mouth, hair, chin, neck, shoulder, hands when named by the teacher?

EVALUATION: The child will be able to label body parts. The child will be able to move body parts in different directions when modeled and directed by the teacher.

REINFORCEMENT:
Have the child identify all the parts of the head and arms.
When the child can label these parts then have him label the parts of the arm, legs and trunk of the body.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When shown a body part on a doll and asked by the teacher "What body part is this?" the child will name the body part and will point to the same part on his body.

MATERIALS: Movable Melvin, Family Kit Children, pictures of children

PRESCRIBED ACTIVITIES:
Introduction:
My name is -----.
Have the child repeat his full name.
Have the child describe another child or teacher.

Monday
Introduction:
Give the child, Movable Melvin. Name all the parts of Melvin's body. Have the child name all the parts of Melvin's body that he can. Give him all the help he needs.

Tuesday
Introduction:
Have the child describe the teacher.
Have the child close his eyes, then have him touch his chin, neck and forehead.
Have the child touch his hips, ankles, wrists and heels.

Wednesday
Introduction:
Have the child describe a child in the picture.
Place the teaching pictures on the the table. Have the child look at the pictures of the children.
Have the child identify as many body parts as possible on one child in the picture.

Thursday
Introduction:
Have the child choose a puppet.
Tell the child you are going to tell a story and as you tell the story he is to do what the story tells him to do.
Use a puppet as you tell the story.

I have 10 fingers, (Hold up both puppet's hands).
I have two ears and one little nose.
I have two eyes, one mouth, one chin.
I can wave my arms and say good bye.

Friday

Criterion Test

Give the child a puppet.
Have him point to his hair, mouth, eyes, ears, chin, cheek and nose using the puppet to do so.

EVALUTION: The child will be able to name the parts of the head on a puppet.

REINFORCEMENT:
When the teacher names parts of the head, the child will point to them on the head of a puppet.
When the teacher points to parts of the head on a puppet the child will name the parts.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When told by the teacher "Close your eyes and touch the parts of the body that I name," (mouth, ears, chin, neck, arms, shoulders, elbows, legs, ankles and toes) the child will touch body parts. On command the child will touch one body part to other body parts.

PRESCRIBED ACTIVITIES
Introduction:
Good morning boys and girls, my name is -------.
Have the children repeat their names saying "My name is -------."

Monday
Introduction:
We have been talking about our bodies.
Have the child close his eyes and touch his mouth, ears, chin, neck, shoulders, arms, elbows, legs, ankles and toes.
Have the child touch parts of the body to other parts: nose to wrist, chest to chin, ear to shoulder, hands to hips, elbows to knees, wrist to ear, chin to wrist.

Tuesday
Introduction:
Continue identifying body parts. Have the child touch the wrist, arm, elbow, hand, finger, thumb. Then have the child touch elbow with thumb, place fingers of both hands together. Touch thumbs together, place wrist on neck, hands on your back.

Wednesday
Introduction:
Review the body parts such as head, arms, wrist, knee, elbows, chin, cheek, and ear.
Have the child touch the surroundings on command.

1. Put your head on the table.
2. Put your nose on the table.
3. Put one hand on the table and the other hand on top of your head.
4. Put your hands on the seat of the chair you are sitting on.

5. Put your hands on the back of the chair.
6. Put your hands under the table.
7. Put your back against the chair.

Thursday
Introduction:
Have the child imitate movements of specific body parts made by the teacher. Repeat what is to be done.

1. Nod your head.
2. Close your eyes.
3. Twist your neck.
4. Bend your elbows.
5. Clap your hands.
6. Open your mouth.
7. Snap your fingers.

Friday
Introduction:

Criterion Test

Can the child touch his feet, mouth, back, hands, eyes, stomach, ears with his eyes closed?

Can the child follow the following commands.

1. Nod your head.
2. Close your eyes.
3. Twist your neck.
4. Bend your elbows.
5. Open your mouth.
6. Put your hands on the back of the chair.

EVALUATION: The child will be able to touch body parts with his eyes closed. He will be able to touch one body part to another body part on command.

REINFORCEMENT:
Have the child close his eyes and touch body parts named by the teacher. Have the child touch body parts and touch one part of the body to the other parts of the body.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When told by the teacher to move parts of the body in different directions the child will be able to follow instructions to move body parts in different directions

MATERIALS: Movable Melvin doll or child model

PRESCRIBED ACTIVITIES:
Introduction:
Have the child give his full name.
Each day have the child tell about something he played that day.

Monday
Introduction:
Give the child a Melvin doll. Identify Melvin's head, arms, legs.
Have the child touch Melvin's head then touch his head.
Say: We are going to play a game today using our heads.
Have the child point to the wall, then point to a window.
Use these as points of directions instead of right and left.
Give the following instructions.
Look at the wall, turn your head toward the window. Put your head down on the table, put your head up. Turn your head from side to side. Put your chin down, put your chin up. Pat your head two times.
Have the child give one instruction, something he can do with his head.

Tuesday
Introduction:
Give the child Melvin.
Have the child identify Melvin's arms, legs, hands and feet.
Have the child put his hands on the table.
Have the child put his hands under the table.
Have the child put one hand on top of the other, on top of the table.
Have the child put his hands behind him, in front of him, in his lap.
Have the child give one instruction.

Wednesday
Introduction:
Have the child identify parts of Melvin's body, then corresponding parts of his body. Give the child a piece of paper and a crayon. Have him draw a picture of himself. (Label each picture with child's name and date - to be filed).

Thursday
Introduction:
Give each child Melvin.
Tell the child you are going to read a story about Melvin.
Have the child role play as the story is read.
Melvin opened his eyes and looked up at the child that was holding him.
Melvin said, "I wonder who is holding me." (Have the child tell Melvin their full name).
Then Melvin thought, they are touching my hair, that tickles, now they are touching their head. Now they are naming all the other parts of my face, eyes, mouth, ears, chin, hair and neck. Oh this is fun! This is fun, laughed Melvin.

Friday
Introduction:

Criterion Test

1. Can each child follow three instructions?

2. Can the child name the parts of head?

EVALUATION: The child will be able to move body parts as commanded by the teacher.

REINFORCEMENT:

The child will be able to identify all the parts of the body on a doll or another child.
The child will be able to role play moving of, or touching body parts as a story is read.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When presented with a disassembled model of a child, the child will identify body parts and assemble the model

MATERIALS: Movable Melvin, paper dolls from magazine or catalogue (boy, girl and baby) and a puzzle of a child

PRESCRIBED ACTIVITIES
Introduction:
My name is ----------.
Have each child say My name is ---------.
Have the child recall what he had for breakfast.

Monday
Introduction:
Give the child Movable Melvin.
Discuss and identify Melvin's body parts starting with his head, his arms, his legs and his trunk.
Give the child an envelope that has a paper doll in it that has the head and arms cut off. Have the child assemble the paper dolls.
(Paper doll may be cut from catalogue)

Tuesday
Introduction:
Have the child tell about something they saw on their way to school.
Place several paper dolls on the table.
Have the child pick out a picture of a small child or baby.
Have him find a boy, a girl, a baby.
Have him find a child with short hair, long hair.
Have him find a child with a hat and coat on, without hat and coat.

Wednesday
Introduction:
Give the child a model of Melvin or a paper doll that has been disassembled.
Have the child identify each body part of the disassembled model.
Have the child assemble the model without assistance.

Thursday
Introduction:
Give the child a puzzle of a child.
Have the child name all the body parts on the puzzle.
Take the puzzle apart, have the child put it together.

Friday
Introduction:

Criterion Test

Can the child identify the parts of the disassembled model?
Can the child assemble the model?

EVALUATION: The child will identify body parts of a disassembled model and then assemble the model.

REINFORCEMENT

If the child cannot identify the body parts of the model, have the child identify his body parts beginning with the parts of the head, then the parts of the arm, the leg and the trunk of the body.
Have the child point to his body parts, then to the same part on the model.
Have the child assemble a puzzle of a child and a model of a doll that has been cut into many pieces.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVES: After listening to a story and asked by the teacher to touch or use body parts the child will do so.

MATERIALS: Book - "Who's That in the Mirror"

PRESCRIBED ACTIVITIES:

Introduction:
Have the child repeat his full name.
Have the child tell what he had for breakfast each day.

Monday
Introduction:
Place the book on the table. Have the child look at the cover.
Ask: What is the little boy doing? Turn to page 6 and 7. Read the story on page 6 and 7 to the child. Have the child tell you about the picture. Ask the child to touch his skin. Touch your arm. Have the child touch his arms. Ask if he is touching his skin.

Tuesday
Introduction:
Open the Mirror Book on page 8.
Read pages 8,9,10,11. Turn back to page 8.
Discuss waking up and going to sleep. Turn to page 10.
Have the child tell how the little boy is using his eyes? (To cross the street). Look at page 11, read the story again. Have the child tell what the little girl can see with her eyes? Have the child find blue birds, green trees, yellow flowers. Use your eyes, what do you see?
Have the child name one thing he can see in the room.

Wednesday
Introduction:
Open the book "Who's That in the Mirror" to page 12.
Read page 12 and 13.
Ask the child to cover his ears with his hands.
Look at the picture, ask the child how his ears can help him if a train is coming.
Read page 13 again, What is Mother saying? How do you know? (Hear with their ears). Read page 15. Have the child tell two things he can hear by looking at this picture.

Thursday
Introduction:
Read page 16,17, 18, and 19.
Ask the child to tell what the child is doing. What parts of his body he is using? Accept arms, legs, head, hands or feet.
Have the child tell what he does with his arms, legs, hands feet.

Friday
Introduction:
Read the Mirror book starting page 20.

Criterion Test

Can the child tell what he does with his eyes.

Can the child tell how he uses his ears.

Can the child name three things he can see.

Can the child name three sounds he can hear.

EVALUATION: After listening to the story the child will be able to name at least two parts of his body each day.

REINFORCEMENT:

If the child cannot name at least two parts of his body, have him name one part and tell how it is used.

If the lesson is on too low a level have the child identify three or four parts of the body and describe their value to the body.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescriptions

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVES: After explanation by the teacher, the child will be able to differentiate between the concepts of up and down, and in front of and behind.

MATERIALS Models of children, furniture, fruit, two animals and four cars

PRESCRIBED ACTIVITIES:
Introduction:
Have the child tell his full name and the name of his street.

Monday
Introduction:
Sit with the child at the table. Have him put his elbows on the table.
Have the child point up with both hands, point fingers down with both hands.
Have the child put his hands down on his hips, up on his ears.
Have the child put his hands up on his head, down on his knees.
Using the models of the boy and girl, have him stand the models up, then lay them down.
Have the child close his eyes, point up, point down with one hand.

Tuesday
Introduction:
Material - boy, girl, two dogs and four cars

Review the concepts in front of and behind by saying, Put your hands in front of you on the table, Put your hands behind your head.
If the child needs help, model for him by putting your hands in front of you on the table and behind your head.
Have the child choose a boy, a girl or an animal. Then give the child a car.
Have him place the child or animal on the table in front of him.
Then have him put a car in front of the object, then place the car behind the object.
Have him place the object behind and in front of the car. Have him identify the color of the objects.

Wednesday
Introduction:
Material - fruit from Peabody Kit - apple, orange, banana, pineapple,
model of a boy or girl from Family Kit
Have the child choose one piece of fruit. Have him identify the fruit.

Wednesday

Have the child identify the fruit.
Have him choose a model of a boy or girl.
Have him place the model on the standard.
Instruct the child to place the fruit in front of the model of the child, in back of the model.
Place the fruit on the table in front of him and have him place the model beside the fruit.
Have the child say, I have fruit, it is an orange.
Have the child name the model, I have a (boy, girl).

Thursday
Introduction:
Materials - Models of boy, girl, table, chair and chest from Family Kit.
Have the child choose a model of a child and a furniture model.
Have him place the two models in front of him on the table.
Give the child the following commands:
Put the child in front of the furniture.
Put the child behind the furniture.
Put the furniture in front of the child.
Put the furniture behind the child.
If the child has difficulty placing the models behind and in front of, have the child stand behind and in front of a chair or another child until he can transfer the concept from himself to an object.

Friday
Introduction:

Criterion Test
Have the child place a model of a child behind a model of furniture.
Have the child stand in front of a chair.

EVALUATION The child will be able to differentiate between concepts of up and down and in front of and behind.

REINFORCEMENT
Have the child practice the concept of up and down by pointing, by jumping, by standing up and sitting down.
When the child is familiar with the concept of up and down, proceed to the concept of in front of and behind. Have the child place his body behind and in front of a chair or child, then have him place a variety of objects in front of and behind other objects.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescriptions

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: On command of the teacher, the child will place models in designated positions.

MATERIALS: Movable Melvin and paper dolls from catalogue, material from Family Kit

PRESCRIBED ACTIVITIES
Introduction:
Good Morning, My name is --------.
Each morning recall some experience the child has had or something he saw while riding the bus.

Monday
Introduction:
Put your fingers up.
Put your fingers down.
Put your hands behind you.
Put your hands in your lap.
Put your hands on your elbows.

Tuesday
Materials - Movable Melvin, paper dolls from catalogue

Introduction:
Put your hands in front of you.
Put your hands behind you.
Point to the flag with one hand, put the other hand in your lap.
Give the child Melvin. Give the following commands:
Put Melvin's hands on his head.
Put his hands on his knees.
Put both hands on one side.
Put his hands to his sides.

Wednesday
Introduction:
Recall an incident
Have the child do the following activities.
Give the child Melvin.
Hold Melvin up.
Lay Melvin on the table.
Put his hands above his head.
Put his feet up to his sides.
Put his head on his shoulder.
Put his hands behind him.
Bend his arms at the elbow.
Have each child make up an activity.

Thursday
Materials   table, 2 chairs, 4 children from Family Kit

Introduction:
Recall an incident.
Put the table, chairs and children on the table. Give the child the model of two children and two stands.
Give the child a table and a chair.
Instruct the child to place the models in front of the furniture.
Have the child place one child model beside the table and one in front of a chair.
Place the doll at the side of the table.
Place the doll behind the chair.
Have the child place the chiars on each side of the table, then behind and in front of the table.

Friday
Materials   Use the child's bedroom and children

Introduction:
Recall and event.
Look at the bedroom wall.
Have the child name as many objects in the picture as he can.
Have him place the chair by the side of the door, in front of the door, in front of the bed, beside the bed.

EVALUATION: The child will be able to place models of children in front of, behind and beside designated objects.

REINFORCEMENT:

If the child is unable to understand three concepts, practice in front of until he understands by having him stand in front of and behind other children or furniture. Then add the concept of behind and then the concept of in front of.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVES: When asked by the teacher to follow directions such as "Look at the window, point to body parts, point up or down," the child will be able to follow three directions

MATERIALS: Movable Melvin - Family Kit

INTRODUCTION:
Have the child repeat his name and street name and tell about an experience he has had.

PRESCRIBED ACTIVITIES

Monday
Introduction:
Instruct the child to follow these directions.
Look at the window.
Look at the door.
Point to your ear.
Point to your head.
Point to your toe.
Touch your shoulders.
If the child follows one direction with success then combine directions, give two directions.

Tuesday
Introduction:
Instruct the child to close his eyes, then point up, down, in front of and behind.
Point to his ankles, his wrists, his heels.
Point to his chin and his neck.
Using Melvin, have the child point to Melvin's ear, nose, chin, foot, arm.

Wednesday
Introduction:
Use the models of children and chairs from the family kit.
Give the child a model of a child from the family kit and a chair from the family kit. Have the child put his model in front of the chair, behind or in back of the chair.
Name three body parts, have the child point to them on the model, then on himself.

Thursday
Introduction:
Have the child point up, point down, point at several objects such as a window, a chair or another child.
Give the child three directions.
Sit in a chair, point to the window and look down at the floor.
Stand behind a chair, look at the window and point up.
Sit on the floor, point at the door, look down at your feet.

Friday
Introduction:
Criterion Test
Can the child follow the following directions?
Look at the door, look at the window, point down at the floor.
Sit on a chair, point to the teacher, point up.
Point at the window, point up, look up.

EVALUATION: The child will be able to follow three directions.

REINFORCEMENT
Give the child one direction, then proceed to two and then give the child three directions as he is able.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescriptions

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When told by the teacher to place specific family models "in front of, behind, or beside" the child can follow the instructions. The child will identify furniture models.

MATERIALS: Family Activity Kit

Prescribed Activities:
Introduction:
Have the child tell his full name and the name of his street.
Have the child relate an incident.

Monday
Introduction
Sit with the child. Place a model of a girl, a boy, and a baby on the table, let the child set models on standards. Have the child identify the children. Have the child give the models names. Place the basket, dog and cat on stands on the table. Identify the dog and cat. Ask the child who the dog and cat belong too. Accept boy, girl, baby or the names of the children he has given the models. Review concepts of behind, in front of, beside.
Have the child pick a boy, a girl, or a baby. Give the following commands: Place the cat in front of the boy. The child will place the cat in front of the boy. Place the basket behind the baby. Place the dog beside the girl. Give other commands for the child to follow using beside, in front of, and behind.
Have the child stand beside, in front of and behind a chair or other object.

Tuesday
Introduction:
Materials - 3 models, buggy, play pen, chest of drawers, high chair, toy box, horse from Family Kit.
Place the models of furniture on the table, have the child name them. Place the furniture flat on the table. Have the child identify the articles of furniture. Have them sort out the furniture that a baby would use, that a boy would use or a girl would use.

Wednesday

Introduction:

Materials - Models of boy, girl, baby, two chairs, dish, table, book case, television, chest.

Place the models of furniture used Tuesday plus the additional models named today.

Have the child identify all the pictures.

Have the child choose a boy, girl, a baby. Then have him choose the furniture that is best suited to the boy, girl and baby.

Point to the model of the baby, have the child choose two objects from the models that would be suitable for the baby, for the boy or for the girl.

Thursday

Materials - Models of print chair and footstool, table and 2 chairs, desk and chair, 3 chest of drawers and furniture suitable for baby from Family Kit

Introduction:

Place all the models of furniture on the table. Let the child play with them.

Notice how he sorts them. Place enough stands on the table to stand models up. After he has played with the models, have the child sort like things together or things that go together; that is 3 chests, chair and footstool, table and two chairs, baby furniture. If the child needs assistance pick a chest, then ask him to find another model that is similar.

Friday

Materials - Living room furniture, kitchen furniture, 3 models of children, rug, kitchen wall and stair case

Introduction:

Give the child three pieces of furniture. Place the kitchen wall and the stair case on stands and the rug in front of the staircase. Have the child place the furniture on the rug cr in front of the kitchen wall. Let him decide where to put it. Have the child take the models of the children and place them on a standard. Have him place the models in front of the chair.

EVALUATION: The child will be able to place models of children behind, beside or in front of models of furniture. The child will be able to sort like things and things that go together.

REINFORCEMENT

Use one concept behind, in front of or beside until the child understands it, then move to the other concepts.

Have the child place his body in front of, beside and behind objects if he cannot do so with models.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVE: When given instructions by the teacher, the child will be able to follow four instructions.

MATERIALS: Movable Melvin and colored cubes

PRESCRIBED ACTIVITIES:

Introduction
My name is ---------.

Monday
Introduction:
Give the child Melvin and a colored cube.
Have the child place Melvin on the table in front of him.
Have him place the cube on the table above Melvin's head.
Place the cube under Melvin's feet.
Place the cube between Melvin's arms.

Tuesday
Introduction:
Material - 3 cubes (red,blue,yellow)

Place the cubes on the table.
Have the child take three cubes (red,blue,yellow).
Have the child place the red cube above the blue cube.
Place the yellow cube between the red and blue cubes.
Place the blue cube under the yellow cube.

Wednesday
Introduction:
Have the child sit at the table. Give the following instructions:
Place your feet on the floor.
Place your elbows on the table.
Put your hands on your knees.
Put your chin in your hands.
Close your eyes, open your eyes.
Put your hands together in your lap.

Thursday
Materials - Pictures of children from magazines
Introduction:
Put the pictures on the table.
Have the child take a picture.
Have the child tell the following about the picture.
Do you have a boy, a girl, or a baby?
Are the children in the picture big or little?
What are the children wearing?
Name the clothes the children have on?

Friday
Material- Movable Melvin
Introduction:
Give the child Melvin.
Instruct the child to lay Melvin on the table.
Give the following commands:
Put Melvin's head to one side.
Put Melvin's hands over his head.
Put Melvin on his stomach.
Bend Melvin's knees out.
Put Melvin's feet together.
Hold Melvin so he can walk.

Criterion test:
The child should be able to follow four of the six instructions.

EVALUATION: The child will be able to follow four instructions given by the teacher.

REINFORCEMENT:
Give the child two instructions.
When the child can do this easily, give him three and then four instructions to follow.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVES: When shown pictures of family members, the child will identify the family members, tell what each does and draw a picture of a family member.

MATERIALS: Pictures of family members, paper and crayons

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his name and street name.
Tell something he did with his mother or father or brother and sister.

Monday
Introduction:
Look at the picture of mother.
Discuss what mother is doing.
Ask the child to tell what his mother does at home.
Have the child tell if mother works away from home, if she does, can he tell what she does.
Have the child draw a picture of his mother.

Tuesday
Introduction:
Have the child look at a picture of father.
Have the child tell what father does. If the child does not have a father, he might tell what grandfather or an uncle does.
Have the child draw a picture of father, grandfather or some man he knows.

Wednesday
Introduction:
Look at pictures of children playing.
Have the child tell what the children are doing.
Have the child tell at least one thing he likes to do at home.
Have the child draw a picture of a brother, sister or a classmate.
Have the child tell what his brothers and sisters do at home.

Thursday
Introduction:
Show the child pictures of family members.
Have the child name the members.
Have the child name the members of his family.
Have the child draw pictures of his family.
Label and date the picture.

Friday
Introduction:

Criterion Test

Can the child tell his full name and street name?
Can the child name his sisters? Brothers?
Can the child tell what father does?
What mother does?

EVALUATION: The child will be able to identify family members and tell what they do.

REINFORCEMENT
Have the child name his family members.
Have him look at pictures and tell how family members help each other.
Have him tell what kind of work his father, mother and older brothers and sisters do away from home.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVE: When shown by the teacher, family models the child will be able to identify family members including grandparents and tell one thing they do.

MATERIALS: Family models; parents, grandparents, children

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his full name and street name.
Have the child tell something he enjoys doing.

Monday
Introduction:
Place the models of mother, father, grandfather and grandmother on the table. Identify the models. Ask the child if he has a grandfather and a grandmother. Have the child tell one thing that mother, father, grandfather and grandmother do.

Tuesday
Introduction:
Place the models of mother, father, grandfather, grandmother and children on the table.
Have the child choose his family from the models.
Ask the child if he has a grandmother and a grandfather.
Have the child tell two things that grandmother does for him.

Wednesday
Introduction:
Read the child a story about a family.
Have the child tell what different family members did in the story.

Thursday
Introduction:
Put the family models on the table.
Review the names of mother, father, big brother, big sister, little sister, little brother and baby.
Have the child tell two things that mother and father do.
Have the child tell one thing big brother, big sister, grandmother and grandfather can do.

Friday
Introduction:

Criterion Test
Place the models on the table.
Can the child pick out mother and grandmother, father and grandfather, big sister and little sister, big brother and baby?
Can the child tell one thing each family member can do?

EVALUATION: The child will be able to identify mother, father, grandmother and grandfather and tell one thing each can do to contribute to the families well being.

REINFORCEMENT
If the child can give one activity for mother, father, grandmother and grandfather, have him attempt to tell two or more things that the family members do in the home.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVE: When family models are presented by the teacher the child will identify mother, father, grandmother and grandfather and tell what each does.

MATERIALS: Models of mother, father, grandmother, grandfather.

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his full name and street name and tell something he likes to do at his grandparent's home.

Monday
Introduction:
Have the child tell his name and the name of the street he lives on.
Have the child tell the names of all the members of his family.
Have the child tell what mother does, what father does.
Place the models on the table, have the child choose the models of mother, father, grandfather and grandmother.

Tuesday
Introduction:
Have the child repeat his name and the name of his street.
Place the family models of mother, father, grandmother and grandfather on the table. Have the child identify the models, accept the name he gives the model. If he has difficulty, help him by saying:
This is mother, show me mother.
This is grandmother, show me grandmother.
This is grandfather, show me grandfather.
Ask the child if they have a grandmother or grandfather. Have the child tell what his grandparents do.

Wednesday
Introduction:
Show the child models of grandmother.
Have the child tell his grandmother's name.
Tell the child a story about a grandmother.
Say to the child, Listen to a story about a grandmother.

> Mother said, "I am going to see my mother, would you like to go?
> We will take her some apples and some cookies.
> You know that my mother is your grandmother, don't you?"

Thursday
Introduction:
Show the child a model of a grandfather.
If the child has a grandfather, have him name his grandfather.
Have the child tell some of the things grandfather does for him and other children.
Have the child tell what he can do for grandfather.

Friday

Introduction:

Criterion Test

Can the child name his mother, father, grandmother and grandfather?
Can the child tell what grandmother and grandfather do for him?
What he does for them?

EVALUATION: The child will identify models of mother, father, grandfather and grandmother.

REINFORCEMENT:
Have the child tell what mother and father do at home and away from home.
Explain grandparent to the child.
Help the child understand the meaning of grandparent.
If he understands grandparent, then uncles, aunts and cousins can be explained.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVE: When shown pictures or models of family members, the child will tell three things that a family member can do.

MATERIALS: Models of family and pictures # 3, 10, 4
from Social Development

PRESCRIBED ACTIVITIES:
Introduction:
Have the child repeat his full name and street name.
Have the child tell about an experience he has had with family members.

Monday
Introduction:
Place the models of mother, father, grandfather and grandmother on the table.
Have the child identify the models.
Have the child choose a model, identify it and tell three things the person the model represents can do.
(For mother or grandmother accept works, washes, cooks etc. - Father, accept works, plays with me, drives a car etc.)
Give any clue that will help the child.

Tuesday
Introduction:
Place models of mother and father, little brother and sister, big brother and big sister and baby on the table.
Have the child choose two models.
Have the child identify the models that he chose.
Have the child tell two things the model he has can do.
If he has a model of a child, ask if he has a brother, sister or baby at home.
Have him name the children in his family.
Have him tell what each child can do in the family to help.
Have him tell three things he can do to help his family at home.

Wednesday
Introduction:
Materials: Pictures # 3 and 10 from Social Development Kit
(Children helping at home)
Discuss the thing the child can do at home to help mother.
Show him picture number 3.
Is it a boy or a girl?
Is the girl helping mother?
Name the toys in the picture.
How many toys can the child name?
Discuss picture number 10 in a similar manner.

Thursday
Introduction:
Materials Picture number 4 from Social Development
(Child has fallen off tricycle)
Have the child tell how he can help another child or share with another child at home.
Look at picture number 4.
Have the child tell what has happened.
Have the child tell who is helping.
Do you think anyone is hurt?
How can you tell?
Have the child name the colors of the clothes the children in the picture are wearing.

Friday
Introduction:

Criterion Test
Show the child pictures # 10, 3, and 4 from Social Development
Ask the child a question about each picture.
Number 10 - What is this little girl doing?
Who is she helping?

Number 3 - What is the little girl doing?
Who is she helping?

Number 4 - What is the little boy doing?
Is the little girl hurt?
How do you know she is hurt?

EVALUATION: When shown pictures or models of family members, the child will tell three things a family member can do.

REINFORCEMENT:
If the child has difficulty telling three things a family member can do, have him tell one thing a family member can do.
If he can tell three things each family member can do, have him attempt to name four things.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVE: Show models of family members, the child will be able to select and identify the members of his family. "When asked which member is (big) (little)," the child will say "This one is (big) (little).

MATERIALS Family members from Family Kit

PRESCRIBED ACTIVITIES:

Introduction:
Have the child repeat "My name is -------."
Have the child tell of an experience with his family or with a family member.

Monday
Introduction:
Have the child identify the members of his family.
Have him name his brothers and sisters and tell whether they are little or big.
Place models of father, mother, two girls, two boys and a baby on the table.
Have each child select his family from this group.

Tuesday
Introduction:
Have the child name the big brothers or sisters or both in his family.
Place the family members on the table.
Let the child identify father, mother, big brother and sister, little brother and sister and baby.
Have the child hand you the model of big brother and father.
Have the child choose little sister and baby.
Give the child the opportunity to make two choices.

Wednesday
Introduction:
Materials: Family members and chairs for each from Family Kit
Identify all the family members.
Have the child identify them.
Ask: Is father big or little? Is mother big or little?
Then have him pick out the big family members and the little family members.
Place the chairs on the table.
Have the child put them on stands.
Have the child choose a family member, then chairs that he thinks is suitable for the member.
Accept the choice he makes.

Thursday
Introdction:
Place the family models on the table. Discuss the size of family members using the adjectives big and little.
Have the child choose three family members that are little.
Have the child choose three family members that are big.
Have the child group the models of father and the boys together and models of mother and girls together.
Have him place the baby in the group he thinks it belongs in.
Accept his placement of baby.

Friday
Introduction:
Criterion Test
Name family members in different orders.
Can the child choose the models of the family members named?
Name family members as follows: father, mother, big brother, little sister.
Can the child choose father, big sister, little brother after they have been named by the teacher?
Can the child choose mother, baby, little sister?

EVALUATION: The child will be able to identify family members and tell what members are big or little.

REINFORCEMENT
When the child can identify and tell if family members are big or little, add other family members such as grandmother and grandfather or aunts or uncles.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Concept

BEHAVIORAL OBJECTIVE: When shown models of girls, boys, and babies, the child will choose the models that correspond to his brothers and sisters and name them.

MATERIALS: Family Kit, Big girl and boy models, little boy and baby models

PRESCRIBED ACTIVITIES
Introduction:
Have the child tell his name and street name.
Have him tell an experience that he has had.

MONDAY
Introduction:
Ask the child if he has a big sister or brother.
Have him give his brother and/or sister's name.
Ask him if he has a baby at home.
Place the five models on the table or stands.
Have the child choose a big brother, a big sister.
Have him choose a baby.
Instruct the child to choose a big brother, big sister or a baby which he may have in his home.

Tuesday
Introduction:
Discuss big sister and big brother again.
Place the models on the table.
Instruct the child to choose a big brother and a little sister, then big brother and big sister.
Give each child two turns.

Wednesday
Introduction:
Show the child pictures of boys and girls playing or working together.
Have the child point to the pictures of big brother, big sister, little brother, little sister.
Have each child tell something about the picture.

Thursday
Introduction:
Read a book to the child about brothers and sisters.
Have him point out big brothers and sisters and little brothers and sisters.

Friday
Introduction:
Criterion Test
Can the child choose a big brother, big sister, a little brother and little sister?
Can the child choose models of children that correspond to the children in his family?

EVALUATION: The child will be able to choose models of children that correspond to the children that correspond to the children in their family.

REINFORCEMENT:
Show the child pictures of children,
Have him point to big brothers and sisters and little brothers and sisters.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVE: Shown pictures of children helping at home, the teacher will ask questions about helping at home. Each child will answer two questions.

MATERIALS: Pictures from Social Development- teaching pictures # 10, 4, 3, 6.

PRESCRIBED ACTIVITIES

Introduction:
Have the child tell his full name
Have the child tell how he can help at home.

Monday
Material; Picture # 3
Introduction:
Say to the child.
Look at this picture, What is the little girl doing?
Have the child name two toys that are in the picture.
What do you do with your toys when you finish playing eith them?
Do the following finger play with the child

My Toys.
One Little Doll (Hold up one finger)
Lying on the floor (Stoop, pick up doll)
I'll put you to bed (Pretend to put doll to bed)
And close the door (Pretend to close door)

Tuesday
Introduction:
Material # 10, Social Development Teaching pictures
Show the child the picture.
Ask him the following questions:
What is the little girl doing?
Is the little girl at home or at school?
How can you tell?
Have the child identify the silver and plates.
Say, Show me a plate, show me a spoon or silverware.
Name other items in the picture for him to find, such as:
Find a stool, a towel, i.e.
Play a game of pretend - I Help Mother with the child.
Mother stirs the pudding. (Pretend to stir)
Mother sweeps the floor. (Pretend to sweep)
I can help my mother, (Point to self)
when I dry the dishes, see. (Pretend to dry dishes)

Wednesday
Introduction:
Material # 6 Teaching picture Social Development
Have the child look at the picture.
Have him name the people in the picture.
What are the people in the picture doing?
How is the little girl helping?
Have the child name two objects in the picture.
Play a game, of pretending.
    Mother combs my hair. (Pretend to comb hair)
    Mother washes my face. (Pretend to wash face)
    Mother help me tie my shoes. (Pretend to tie shoe)
    I can button my blouse or shirt (Have each child button buttons on form.)

Thursday
Introduction:
Material # 4 Teaching picture from Social Development
Have the child look at the picture.
Have him tell what has happened.
Is the little girl hurt?
How can you tell if she is hurt?
What was the little girl doing before she was hurt?
Find a tree in the picture.

Friday
Introduction:

Criterion Test
Can the child tell two things he does when he finishes playing with his toys?
Can the child tell two things he can do to help at home?

EVALUATION: The child will be able to tell two things he can do at home.

REINFORCEMENT:
The child will be able to tell one thing he can do at home to help.
The child will be able to tell three things he can do to help at home.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVE: When shown pictures of children helping, sharing and playing with others, the child will be able to answer two questions about helping, sharing and playing with others

MATERIALS: Teaching Pictures from Social Development

PRESCRIBED ACTIVITIES:
Introduction:
My name is Mrs. ________________.
Have each child repeat, My name is ---------.
Have each child tell how many brothers and sisters he has.
Have them name their brothers and sisters, if they can.

Monday
Introduction:
Show the child a picture of a child helping at home.
What is the child doing?
Who is he helping?
Tell two things that you do at home to help your mother.

Tuesday
Introduction:
Discuss the children's brothers and sisters.
Have him name them. Discuss sharing with his brothers and sisters and friends.
Show the child picture # 11.
Have the child identify two things in the picture.
Encourage the child to identify two different items.
What are the children doing?
Which child is sharing?
How can you tell?

Wednesday
Introduction:
Read the Book "What Do You Say" through the carnival page.
Ask the child how he greets a friend.
Ask the child what he says when he is having fun.
Have the child tell two things he does to have fun at home.
Have the child tell two ways he shares or has fun with brothers or sisters.

Thursday
Introduction:
Book - What Do You Say?
Start at the page about the Ballon Man.
Read the remainder of the book.
Have the child tell what he does when someone does something for him.
What do you say when you leave home in the morning?
What do you say when you get home at night?
What do you say to your friends on the bus in the morning, in the evening?

Friday
Introduction:

Criterion Test

Can the child tell two ways he can help at home?
Can the child tell two ways he can share at home, at school?
Can the child tell how he greets a friend?

EVALUATION: The child will be able to answer two questions about helping, sharing and playing with others.

REINFORCEMENT:
The child will be able to answer one question about helping, sharing and playing with others.
If the child can answer two questions ask him three questions about helping, sharing and playing with others.

SPECIAL EDUCATION COMPONENT

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVE: When given an outline of a head the child will be able to place the features in the correct position.

MATERIALS: Outline of head and features, pictures of children from Social Development # 5, 8, 9, 10, 11.

PRESCRIBED ACTIVITIES:

Introduction:
Have the child repeat his full name.
Have the child tell of some incident during the day.

Monday
Introduction
Have the child tell what he had for breakfast.
Review the parts of the head; hair, nose, mouth, ear, eyes.
Give each child a part of the head and have him name it.
Place the outline of the head on the table. Have the child place the part he has on the outline of the head where he thinks it goes.
Do not help him.
Draw a diagram on the back of the evaluation sheet, showing where the child placed the parts he had.

Tuesday
Introduction
Have the child tell what he had for snack.
Review body parts by having each child close his eyes and touch the part of his head that you name.
Say: Close your eyes, Touch your head, mouth, face and ears.
Have one child at a time do this.
Give the child 2 parts of the face, then place the head outline on the table, have the child place them on the outline with out help.

Wednesday
Introduction
Have the child describe your hand.
Place the outline of the head on the table. Give all of the parts to one child.
Have him place them where he thinks they belong.
Accept the position he places them.
Put the diagram of placement on back of evaluation sheet.

Thursday
Introduction:
Have the child describe another child's head.
Give the child a picture of a boy and a girl.
Tell him to look at the picture.
Ask him the following:
Show me a boy. Why do you think it is a boy?
Show me a girl. Why do you think it is a girl?
Show me, hair, head, eyes, mouth, etc. on a boy or a girl in the picture.

Friday
Introduction:

Criterion Test
Each child will be able to perform two activities.
Have the child close his eyes and touch body parts on command.
Mouth, ears, chin, cheek.
Have the child put the features in place on the head outline.
Show the child a picture.
Name different parts of the head for them to identify on the picture.

EVALUATION: The child will be able to place facial features on a model of a head.

REINFORCEMENT:
If the child is unable to place the facial features on a model of a head, have him name the features on a puppet. As he names the features on a puppet place the features on the model.
Have him name the features after they have been placed on the model.
Remove the features, have him attempt to place them again.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

UNIT:

TRAINING AREA: Self Concept

BEHAVIORAL OBJECTIVE: When shown pictures of happy children, the child will answer at least two questions about the picture or tell two things about each lesson

MATERIALS: Books: "Funny Mr. Clown," "The Thinking Book" and Pictures from Understanding our Feelings - No. 13, 12, 23.

PRESCRIBED ACTIVITIES

Introduction:
Have the child tell his full name and street name.

Monday
Introduction:
Show the child pictures of happy children. No 23, 12 from "Understanding Our Feelings."
Show the child one picture at a time.
Encourage the child to tell why the children in the picture are happy.
Use picture No. 23, ask:
What is mother doing?
What is baby doing?
Do you think mother and baby are happy? How do you know?
Use picture No. 12, ask:
Look at this picture.
Are these children happy or sad?
How can you tell?
What is the little girl doing? What is the little boy doing?

Tuesday
Introduction:
Materials: Picture of "Understanding our Feelings" No. 1 -3
Place picture # 3 on top of picture # 1.
Look at picture # 3.
Have the child tell something about the picture.
Encourage the child to tell one or two things about each picture.
Ask him if the boy is happy, why?
Ask if he thinks the dog is happy? Have him tell about his dog or pet.
Look at page 1. Have the child tell about the little boy.
Is he happy or sad? Why do you think he is unhappy or sad?
Have you ever been unhappy? Can you tell about something that makes you unhappy?

Wednesday
Introduction:
Read the book "Funny Mr. Clown" or similar book.
Have the child tell about one page that he likes in the book.
Have the child tell two things about Mr. Clown.
Ask him, Is Mr. Clown happy?
Are the children happy? Why?

Thursday
Introduction:
Material: "The Thinking Book"
Read pages 10,11,12 and 13.
As each line is read, stop and ask the child to answer the question.
Have the child answer the last question Why is this a funny picture?
Turn to page 12, ask the child about each picture.
Stress what the children are doing or wearing more than the name of the season.
Discuss the weather in each picture.
Have the child answer two questions.

Friday
Introduction:
Read page 52 and 53 of the "Thinking Book."
Discuss page 52. Point to a picture, have the child tell what is happening.
Point to another picture, have the child explain the picture.
Continue until the child has had an opportunity to talk about each picture.

EVALUATION: Each child should be able to answer at least two questions or tell two things about each lesson.

REINFORCEMENT:
If the child cannot answer two questions or tell two things about each lesson, have him answer one question and assist him with the second answer.
If the lesson is too low a level increase the questions talking about sizes, colors, shapes.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Body Image

BEHAVIORAL OBJECTIVE: When body parts are identified by the teacher, the child will touch arms, hands, fingers, legs, knees, ankles and toes.

MATERIALS: none

PRESCRIBED ACTIVITIES:

Introduction:
Have the child say My name is ------.
I live on _______. (street name)

MONDAY
Introduction:
Have the child tell what he had for breakfast.
Review parts of the child's arms.
Teacher assistant will say: Put your hands on the table.
How many hands do you have?
Encourage the child to say, I have two hands.
Have the child wiggle his fingers and touch his finger nails.
Have the child name all the parts of his arm that he can.
Tell him to put his hand on the table, then with the other hand touch the parts of the hand and arm as they are named by the aide.
Say to the child, Place one hand on the table, With your other hand touch parts of your arm as I name them.
Touch your hand, arm, wrist, elbow, and fingernail.
Count the child's fingers, have him attempt to count his fingers.

Tuesday
Introduction:
Have the child tell about something he saw while he was on the bus coming to school.
Have the child sit with both legs out in front of him. (Do not sit at a table.)
Say to the child, Touch your legs, touch your ankles, touch your feet, touch your toes, touch your knees. Pause after each instruction to give the child an opportunity to follow the instruction given.

Wednesday
Introduction:
Have the child tell about a game he enjoyed at school.
Review the parts of the arm and hand.
Say to the child:
Show me your arm.
Put your arms out, shake your hands. Put your hands together.
Put your hands on your knees. Touch your ankles. Touch your toes.
Show me your heels.

Thursday
Introduction:
Have the child tell what he had for snack.
Have the child identify all the parts of his leg beginning with his knee.
This is my knee, show me your knee. This is my ankle, show me your ankle.
Today we are going to play a game using our feet and legs.
Close your eyes and move the part of your body that I name.
Put one foot on top of the other foot.
Put both hands on your knees.
Then have the child that followed the instructions correctly be the leader.
Continue the game until the child can give two instructions.

Friday
Introduction:

Criterion Test

Have the child touch the following body parts as you identify them, arm, ankle, knee, leg, foot.
The child should be able to answer 2 out of 3 of the following questions.

What do you do with your hands?

What do you use your feet for?

What are fingers used for?

EVALUATION: The child will touch arms, hands, fingers, legs, knees, ankles and toes when they are named by the teacher.

REINFORCEMENT:
If the child cannot touch all the parts of the leg and arm review the parts of the arm and leg.

When he can identify the parts named, have him point to wrist, thumb, knees, hips and shoulder.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Self Concept - Body Image

BEHAVIORAL OBJECTIVE: After looking at a puppet the child will be able to identify arms, hands, fingers, fingernails

MATERIALS: Puppets, pictures from Social Education, paper (a sheet for each child) crayons

PRESCRIBED ACTIVITIES:

Introduction:
Have child repeat his full name saying "My name is --------."
Have the child tell about some incident that happened during the day.

Monday
Introduction:
Have the child tell what he had for breakfast.
Review the parts of his head.
Touch your head and say, This is my head, show me your head.
Repeat, substituting ear, nose and hair for head.
Today, we are going to talk about another part of our body.
Teacher assistant will stick both hands out in front of her and say,
Tell me the name of this part of my body.
The child should identify the hands by name.
Then say; Show me your hands.
Show me your fingers, your thumbs.
Do the finger play naming all the fingers.

"Here is Thumbkin, Here is Thumbkin,
How are you? How are you?
How are you today sir?
I am fine, I am fine,
Run away, run away."

Repeat substituting pointer, tall man, ring man and short or small man.

Tuesday
Introduction:
Have the child tell what he had for snack.
Today we are going to look at our hands, and our arms.
Place your hands on the table. (palms down)
Have the child tell two things about his hand as he looks at it. Encourage him to talk about his fingers, his finger nails, his wrist, his fist and his arm and elbow.
Have the child tell two things he does with his hand.

Wednesday
Introduction:
Have the child describe the clothes he is wearing today.
Have the child draw around his hand on a piece of paper.
Say, Look at your hand, name all the parts of your hand as you point to them.
The child should be able to identify - fingers, thumb, nails, and wrist.
Give the following commands:

Hold both hands up.
Put both hands on the table.
Put your hands under your elbows.
Put one hand on top of the other hand.
Put your thumb and pointer finger around your wrist.

Thursday
Introduction:
Have the child describe the weather outside. Accept rain, cold, hot or other suitable descriptions.
Have the child imitate the teacher in moving specific body parts. Teacher will identify parts the first time. The child will give the commands the second time.

Commands and movement by teacher:
Nod your head.
Close your eyes.
Put your hands together.
Wiggle your fingers.
Open your mouth.

Have the child give two commands. If the child cannot do this, assist him by nodding your head, closing your eyes, wiggle your fingers and have him tell what you are doing.

How many parts of the head can the child name without help?

How many parts of the hand and arm can the child name without help?

Friday
Introduction:
Have the child tell what he saw from the bus window on the way to school.

Criterion Test:
Have the child close his eyes and touch these parts on command; mouth, teeth, hair, hands, ears, nose, chin.
Touch the following body parts, have the child name them. (hair, nose, chin, ears, mouth, cheek, and neck.
Touch the following parts and have the child name them. (arm, hand, fingernail, finger, thumb, elbow).
EVALUATION: The child will be able to identify arms, hands, fingers and fingernails.

REINFORCEMENT:
If the child has difficulty with the parts of the arm help him identify all the parts of the hand as he becomes proficient in this then help him with other parts of the arm; such as wrist, elbow and shoulder.

INSTRUCTIONAL MATERIALS FOR SELF CONCEPT *

Cuberical Counting Blocks # 8039
Milton Bradley Company
Springfield, Mass.

Family Puppets,
Creative Playthings
Princeton, New Jersey

"Movable Melvin" from
Developing Learning Readiness, Webster Division
McGraw-Hill Book Company
Dallas, Texas

My Home and Family Kit # 1033
Instructo Products Co.,
Philadelphia, Penn. 19131

Peabody Language Development
Kit Level # P
American Guidance Services, Inc.
Circle Pines, Minnesota 55014

Playskool Color Cubes
Playskool Manufacturing Company
Chicago, Illinois 60618

Puzzles of Boy or Girl
The Macmillan Company
Riverside, New Jersey 08075

Social Development from Teaching Pictures
David C. Cook Publishing Company
Elgin, Illinois. 1965

Understanding Our Feelings # 1215
Instructo Products Company
Philadelphia, Penn. 19131

---

* Check nearest Special Education Instructional Materials Center

BOOKS

Brends, Polly Berrier.
Who's That in the Mirror,
Randon House, N.Y., 1968.

Crume, Marion W. Funny Mr. Clown from
Bowmar Early Childhood Series,
Bowmar Publishing Corp.
Glendale, California 1967.

Crume, Marion W. What Do You Say? from
Bowmar Early Childhood Series
Bowmar Publishing Corp.
Glendale, California, 1967.

Holl, Adelaide. The Thinking Book
Golden Book Educational Services
New York, N.Y. 1966.

Le Sieg, Theo. The Eye Book
Random House,
New York, N.Y. 1968.

Perkins, Al. The Ear Book
Random House,
New York, N.Y. 1968.

Radlauer, Ruth and Ed.
Father is Big from
Bowmar Early Childhood Series
Bowmar Publishing Corp.,
Glendale, California, 1967.

Seuss, Dr. The Foot Book
Random House,
New York, N.Y. 1968

Language Development Educational Prescriptions

Self Image

Many children who are delayed in language development will have a poor self image. This does not refer to the child's opinion of his abilities but rather to his concept of the different parts of his body, their location and his body's relationship to the space surrounding it. It will be necessary to teach him the parts of his body, the way that his body relates to the space which it occupies, and the physical relationship between himself and the environment. He will also need to learn that this self has a name, wears clothing, and lives in a definite place which is shared by others, his family.

If the child's concept development is limited, material must be sequenced by presenting first the real object, next a three dimensional model and finally a picture. The child is taught to name and locate his own body parts, he is next shown that others possess similar features, then he can be given a doll on which to locate body parts and finally a picture of a child. When he can develop concepts of space and direction by first placing his own body in the various positions, and then, having gained a concept of space in relation to himself, transfer the concept to objects he will understand the meaning of on, over, under, between, up or down.

Sometimes a child may have a learning disability and it will be difficult for him to understand or retain a new concept; in such circumstances it will be necessary to proceed slowly when presenting new material. In other circumstances a bright child may have been handicapped by lack of experiences and will learn rapidly when given the opportunity. The pace of presentation must be adjusted to the child's ability.

Terminal Objectives

Body parts - When given a picture, the child will identify twenty body parts.

Spatial Relationships- When given commands pertinent to space and direction, the child will place an object in the positions.

Name - When asked by the teacher, the child will give his full name, the older child will give his street address and the name of a classmate.

Clothing - Given a picture of an article of clothing, the child will name it.

Family - Given a picture of a family the child will name father, mother, sister and brother.

Self Image Language Development Prescriptions

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Self Image- Body Parts

BEHAVIORAL OBJECTIVE: Given the names of twenty body parts by the teacher, the child will point to these parts on himself, another person and on a model.

MATERIALS: Model of child or Movable Melvin

PRESCRIBED ACTIVITIES: - Identifying Body Parts

1. Touch the different parts of the body and say, "This is my head, touch your head." Have the child imitate your action and say the word. Using this method, teach the following body parts:
   - nose
   - wrist
   - chin
   - toes
   - legs
   - elbows
   - ankles
   - back
   - chest
   - fingers
   - stomach
   - hips
   - arms
   - feet
   - shoulders
   - mouth
   - hands
   - ears
   - neck

2. After the child can name the body parts by following a model, give him only verbal instructions, touch your nose, etc.

3. Review the previous lessons on body parts.

4. Have the child locate body parts on another child,e.g. tell him to "Touch Mary's nose or head."

5. Once the child can name body parts on another individual, give him Movable Melvin or figure of a child to hold. Have the child talk about the figure for a few moments and then ask, "Where is his nose?" Continue to ask child to identify other body parts.

6. After the child can locate the parts of the body in answer to a question, point to a part on the figure and ask the child to name the body part.

EVALUATION: The child will identify twenty body parts on himself, another person and on a model.

REINFORCEMENT:

1. Present a few body parts at a time in the beginning, when the child can name these add other parts one at a time.
2. Show the child a picture of a person and have him locate the body parts on the picture.
3. A figure could be made by tracing a paper doll or figure of a child then paste it to cardboard and separating it at the arms and legs and then reassembling it with brads

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Self Image - Body Parts

BEHAVIORAL OBJECTIVE: When presented with pieces representing parts of the body, the child will assemble the manikin placing body parts in the correct location.

MATERIALS: Disassembled manikin from Peabody Kit

PRESCRIBED ACTIVITIES: - Assembling A Manikin

Briefly review body parts, say, "This is my arm, where is your arm?" Continue rapidly naming and having the child touch the parts. Place the magnetic board with the body of the manikin on it in front of the child. Give the child the head, ask, "What is this?" "Put it where it belongs." Continue this procedure until the manikin has been assembled. If the child makes an error in placement, have him look at the part. Ask, "What is this, where is your ________?" Help him place the part only if he fails again.

EVALUATION: The child will assemble a manikin.

REINFORCEMENT:

1. Give the child parts of the manikin and have him assemble it unaided.
2. Let the child put together puzzles of people.
3. Trace or draw a large figure of a child, separate it into parts, have the child assemble it.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Self Image - Body Parts

BEHAVIORAL OBJECTIVE: Given a puzzle of a child's body, the teacher will remove a body part while the child's eyes are closed, the child will be able to name the part removed.

MATERIALS: Boy, girl puzzles or disassembled manikin

PRESCRIBED ACTIVITIES: - Identifying Missing Parts

1. Show the child the puzzle. Allow him to discover that the figure can be dismantled and reassembled. Then say that you will do something to make the doll look funny while the child hides his eyes. Remove one of the pieces and ask the child to name the missing part.

2. A disassembled manikin can be used in the same manner as the puzzle.

EVALUATION: The child will name missing body parts from a puzzle

REINFORCEMENT:

1. Name body parts, but name one incorrectly, tell the child to answer yes if you name the part correctly and no if you name the part incorrectly.

2. Remove two parts and have the child name the missing parts.

3. Use the figure made in the manner described previously. Have the child hide his eyes while the teacher removes a part. The child will then guess which part is missing.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Self Image

BEHAVIORAL OBJECTIVE: When the teacher has drawn an outline of the child's body on a large piece of paper, the child will indicate the location of the various body parts in response to questions.

MATERIALS: Large roll of brown paper, crayons, manila drawing paper

PRESCRIBED ACTIVITIES:

1. Show the child the butcher paper, suggest that he lay down on the paper so the teacher can draw around him and make a paper child that looks just like he does. After the outline has been made, show it to the child and have him locate various parts. Let him draw the eyes, nose, and mouth.

2. Write the child's name on the drawing, emphasize the idea that it represents him. If practical, hang the drawings and let the child select his own the next time he comes to class.

EVALUATION: The child can locate body parts on an outline of his body.

REINFORCEMENT:

Have the child draw a picture of himself on manila paper.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Self Image - Spatial Relations

BEHAVIORAL OBJECTIVE: When given the following positions: in front of, in back of, beside, on top of, above, below, over, under and between by the teacher, the child will place his body and then an object in the position named by the teacher.

MATERIALS: Coffee can, magnetic board, stars for board, bag, ball doll, top

PRESCRIBED ACTIVITIES: - Space and Direction

1. Tell one child to stand in front of another. Do the same with, in back of, and beside.
2. Have the child crawl under the table, over the table, between the chairs.
3. Have the child put his thumbs up, down, in front of, behind and to the side.
4. Have the child show you the top of a coffee can and then the bottom.
5. Put a star on the magnetic board, have the child place one above it and another below.
6. Place the objects in a bag. Invite the child to draw an object from the bag. Comment on and name each item but do not attempt to teach the names at this time. After each child has a toy to hold, give directions such as "Put the top under the chair, put the ball on top of the table."

EVALUATION: The child will place his body or an object in the position named by the teacher.

REINFORCEMENT:
1. Introduce concepts one at a time.
2. Carry this lesson into other areas by having the child place objects in different positions: "Put the shirt under the coat," or "Put the red block on top of the blue one," or "Put the square beside the circle the triangle in front of the square."
3. If the child's response is not correct say, "No, that is under the table, where is on top of the table?"
4. When the child removes his shoes for motor activities, have him place them in these positions; under the table or chair or on top.
5. Use motor activities in which the child crawls under the table, around the chair or over a table.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: - Self Image - Names

BEHAVIORAL OBJECTIVE: When asked by the teacher to give his name and the name of classmates.

MATERIALS:

PRESCRIBED ACTIVITIES: - Names

1. As the child enters the room, say, "My name is Mrs. __________, what is your name?"
2. After the child has learned his first name, teach his last name.
3. Have him give both upon entering the room.
4. Ask the child to name others who are present before beginning the other activities.
5. Have the child give the full name of others in the group.
6. Have the child name members of his family.

EVALUATION: The child will give his name and the name of classmates.

REINFORCEMENT:

1. When the child can give his full name, teach him to give first the name of the street on which he lives and then the number of his house.
2. Have the child give his mother's full name.
3. Have the child give the full name of others in his class who are not present.
4. Have the child give the full name of the other members in his family.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Self Image - Clothing

BEHAVIORAL OBJECTIVE: When shown articles of child's clothing, the child will name the items.

MATERIALS: common articles of children's clothing

PRESCRIBED ACTIVITIES: - Clothing - Real Objects

1. Place the clothing in front of the child, hold up one article at a time and ask, "What is this?" If the child responds correctly ask, "What would you do with it?" Use the articles of clothing worn by the child's sex and then those worn by the opposite sex.

2. If the child does not know the names, teach them using this method: "This is a shirt, say that with me." "These are pants, say that with me." Then place the two articles in front of the child and say, "Show me the shirt." Mix the two articles and say, "Show me the pants." Continue this until the child responds correctly several times. Then, point to one of the articles and ask, "What do we call this?"

EVALUATION: The child will name articles of child's clothing.

REINFORCEMENT:

Have the child identify articles of clothing from the label, ask "Where is your shirt?", have him point to his shirt. Continue by naming pants, shoes, and socks, then have the child point to the items.

SPECIAL EDUCATION COMPONENT

Language Developemnt Educational Prescription

TRAINING AREA: Self Image - Clothing

BEHAVIORAL OBJECTIVE: Given a manikin and clothing, the child will correctly place the clothing on the manikin.

MATERIALS: Manikin from Peabody Kit or Flannel board cutouts of child's figure and clothing to fit figure.

PRESCRIBED ACTIVITIES: - Clothing - Manikin

1. Place the manikin on a magnetic board. Let the child dress it, giving him freedom to manipulate the objects himself. After he has finished, help him correct his work if necessary.
2. Have the child help you name the articles of clothing.
3. Name an article of clothing then have the child place it on the Manikin.
4. Repeat the activity adding additional articles of clothing, bathrobe, slippers, raincoat.

EVALUATION: The child will place clothing correctly on a manikin.

REINFORCEMENT:

1. Read stories to the child, have him point out body parts and clothing on the characters in the story.
2. A paper doll that is large and sturdy with simple clothing can be used for this activity.
3. Flannel board cutouts of child's figure and appropriate clothing can placed on a flannel board for the child to identify.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Self Image

BEHAVIORAL OBJECTIVE: When shown pictures of common articles of clothing, the child will name them.

MATERIALS: Pictures of clothing from Peabody Kit, P.Mooney or other puppet

PRESCRIBED ACTIVITIES: - Clothing, Pictures

1. Select the following pictures from the Peabody Kit, Level K: dress, jeans, overalls, pajamas, pants, raincoat, shirt, tennis shoes, girl's shoes, slip, boy's suit, cap, winter coat.
2. Put the P.Mooney puppet on your hand and say, "Mr. P.Mooney found some pictures in his box and he does not know what they are, can you help him?" Place three pictures in front of each child, point to each picture and ask, "What is this?" Have the child answer in a sentence, "This is a ____________." Have P.Mooney repeat the sentence, "This is a __________."

EVALUATION: The child will identify pictures of common articles of children clothing.

REINFORCEMENT:

1. Have the child name items of clothing from other pictures.
2. Expand the lesson adding a second concept by asking, "Would you wear this?" A boy would answer no to a dress. Ask, "Who would wear it?"
3. Add a third concept of clothing and weather, ask "When would you wear this?" If he cannot reply give him a clue, "Would you wear it if it were raining?"
4. Make a picture file of clothing pictures by cutting these from magazines and old story books and mounting them on cardboard.

SUGGESTED MATERIALS FOR SELF IMAGE LESSONS *

Boy,Girl Puzzles	Put Together Boards, Early Childhood Discovery # 27282, Materials, developed by the Bank Street College of Education, published by The MacMillan Company, Collier-MacMillan Distr. Ctr., Riverside, N.J. 08075
Brown or white butcher paper	Variety stores, Public Schools Art Department
Disassembled Manikin, Manikin	Peabody Language Development Kits (PLDK), Level # P American Guidance Service, Inc. Publisher's Building Circle Pines, Minnesota 55014
Matrix Board	Appleton-Century-Crofts Division of Meredith Corp. 440 Park Avenue So. New York, New York 10016
Movable Melvin	Webster Division, McGraw Hill Book Company, # 23097 St. Louis, Missouri
Pictures of Clothing	Peabody Language Development Kits (PLDK), Level # P (see address above)
P.Mooney Puppet	Peabody Language Development Kits (PLDK), Level # P (see address above)
Puppets - Family (Mother, father, brother,sister)	Black Family Hand Puppets # NG550 White Family Hand Puppets # NG450 Creative Playthings, Post Office Box 1100 Princeton, New Jersey 08540
Toys- ball, doll, top	Variety stores

* Check with nearest SEIMC

Social and Emotional Development

References

1. Kager, Jerome. "The Many Faces of Response." Psychology Today, (1968.)

2. Gesell, Arnold. The First Five Years of Life, Harper and Row, 1940.

3. Helgard, Earnest R., Introduction to Psychology, Harcourt, Brace and World, Inc. 1962

4. Vallet, Robert E. The Remediation of Learning Disabilities, A Handbook of Psychoeducational Resource Programs, Fearon Publishers, 1967.

5. Blanks, Marion and Salomon, Frances. "A Tutorial Language Program to Develop Abstract Thinking in Socially Disadvantaged Preschool Children." Child Development, (June, 1968)

6. Freeman, Roger D. Emotional Reactions of Handicapped Children, Temple University School of Medicine, N.D.

MOTOR DEVELOPMENT

I. Rationale

If the child is to develop to his maximum potential, it is important that he be encouraged to develop adequate motor skills. On these will be laid the foundations for other learning. Children have always learned through exploration but they have fewer opportunities for free body movement in today's urban-suburban communities. School can provide a setting for such opportunities. It is important for all children and particularly for the brain damaged and the slow achievers to be able to use the body as a frame of reference in forming perceptual judgments. (1)

One of the first concepts to evolve in the young child is that of body image. If the child, because of brain injury or a lack of experience, has not developed a sound concept of body image, this must be carefully taught. Body image is an awareness of the body including the various body parts and their positions, and a knowledge of how much space the body occupies. (2) The child first learns to identify his body parts, then he labels the parts as he touches them. He then develops a concept of his body in relation to its surroundings.

As the child develops a concept of body image, he is developing laterality and directionality. Laterality is an internal sense of one's symmetry; such as left and right sideness. Directionality is the projection of laterality into external space. It makes the child aware of such concepts as right and left, in front of and behind, and up and down. (5) Laterality is the result of learning; it is a visual and kinesthetic awareness of how one fills the space within his own skin. It must be emphasized that laterality is not the same as handedness or the naming of right and left; it is rather an awareness of the sides of the body and the difference between them. Only after the child has developed the concept within can he project it to the world around him.

To manintain any posture, forces exerted by muscles on one side of the body must balance the force exerted on the other side. The zero point of this balance is the midline of the body. The midline must be at right angles to the earth; when the midline varies from the perpendicular position, the person is off balance. (3) The child moves in a bilateral pattern and he must come to realize that a movement which is an outside-in pattern on one side of the body becomes an inside-out pattern as the midline is crossed.

As the child develops laterality within and becomes aware of the right and left sides of his body, he can project these concepts into external space. Directions outside ourselves have meaning only in relation to directions within ourselves. (3)

It is necessary to emphasize that the portions of a motor training program can not be sorted out and assigned to the development of only one concept. For example, as the child draws a figure eight or horizontal lines on the chalkboard he is developing eye-hand coordination, balance, rhythmic movement and experience in crossing the midline.

II. Gross Motor

Gross motor activities contribute to the development and awareness of large muscle activity. Exercises, walking beam, chalkboard, ball and outdoor activities contribute to the child's awareness of laterality and directionality as well as development of large muscle coordination and rhythmic movement. The child on the walking beam not only develops skill in balance and posture as he successfully walks the beam, but in addition he gains information concerning directionality as he steps off and then corrects his position. General coordination exercises give children specific experience in body movement. (5)

III. Perceptual Motor

Certain abilities are basic to the development of eye-hand coordination; among these are laterality, directionality, the ability to stop or voluntarily inhibit movement at a given time, and eye movements. (4)
Since the eyes and hands work together as a team in carrying out certain tasks, activities to improve the child's eye-hand and eye-foot coordination must be included in a language program. In many instances activities which improve gross motor skills also improve eye-hand or eye-foot coordination. Ball activities of all types are an example of this. Jumping and climbing activities and stepping on stones or between the rungs of a ladder provide additional experience in eye-foot coordination.

IV. Fine Motor

Fine motor activities are those which require control of the more delicate muscles; such activities as writing, tracing and cutting require visual-fine motor coordination.

The infant's first learnings are motor learnings; in early childhood motor activities are an important factor in language development. (5)
A program to aid the preschool child who has a learning problem must be carefully balanced so that the child's motor skills and language development receive careful attention.

The relationship between performance skills and verbal skills is an obvious one, learning in both areas must proceed together. It is a mistake to emphasize either area at the expense of the other. (3)

V. Individual Prescriptions for Motor Development

Introduction

Research has indicated that young children who have learning or speech difficulties are frequently lacking in gross motor coordination. Also, the environment of some children fails to provide a climate conducive to the development of motor skills. The motor activities in this handbook are not intended for use with all children, they are designed to help the child whose motor coordination is not sufficiently developed for his age. The activities are sequenced from easiest to most difficult and in most cases one activity teaches skills needed for the next one.

In motor activities for language development, competition is not encouraged. Most children requiring additional help have already had many discouraging experiences in their efforts to compete with more agile peers. Instead the child is encouraged to compete against his previous performance and to master one activity so that he can proceed to something more difficult. Teacher observation is essential in motor coordination activities if the child is to make a smooth progression. The activities are individualized since all children in the group are not ready for the same activities at the same time.

Exercises and mat activities will teach the child something of the way in which his head, arms and legs can be manipulated. He needs to learn to make these work together in a synchronized manner. In beginning the exercises the teacher must usually move the child's head, arms or legs so that he will understand the movements expected and will become kinesthetically aware of them. The teacher counts during the exercise to assist the child in maintaining rhythmic movement.

If the child is to comprehend the relationship of one object to another in space he must be made aware of how his own body relates to space. In moving among a series of objects of different shape and size the child learns more about the space his body occupies and about changing positions to manipulate his body as the amount of space changes. If the child has difficulty it is always better to direct him as he solves a problem than to give too much assistance or to lift him to the ground.

When the child developes eye-hand or eye-foot coordination in such a repetitious manner as stepping between ladder rungs, he is also gaining practice in following a set sequence of actions, a skill that is basic to many tasks.

In teaching walking beam activities to some children, it is necessary to place the board on the floor before it is raised onto the stands. It is important that the child always be assigned a definite object to look at when walking the beam so that he doesn't look aimlessly around. Visual targets placed on the wall should be at eye level. There is no purpose to making the child begin again when he steps off the beam, it is better that he correct his error by stepping on at the point where he stepped off the beam. He gains information as he accidentally steps off and must adjust his position again. He learns about his body's position in relation to space and about directionality, and he learns to make the necessary adjustments to restore his balance.

The placement of activities into certain catagories is always arbitrary. Exercises which train the child in eye-motor coordination and incorporate the use of fine muscles are listed in the visual section.

Terminal Objectives

Exercises

The child will demonstrate improvement in coordination of body movements after a regular schedule of exercises and mat activities.

Spatial Relationships

The child will develop an awareness of the amount of space his body occupies and of his body's relationship to objects in the environment.

Coordination - eye-foot - eye-hand

The child will develop eye-hand and eye-foot coordination.

Directionality

The child will develop an awareness of directionality and of body position in space.

Coordination - muscular

The child will improve muscular coordination.

Gross Motor activities

The child will be able to run, jump,hop, and skip.

Individual Prescriptions for Motor Development

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Motor

BEHAVIORAL OBJECTIVE: While lying on his back and given a count of 1-2 by the teacher, the child will roll his head from one side to another.

MATERIALS:

PRESCRIBED ACTIVITIES: - Head Roll

1. Starting position -- exercises are carried out with the child lying on his back looking at the ceiling, hands at his side and feet together.
2. Head roll -- beginning in starting position the child is to look at the window at the count of one and look at the door at the count of two.
3. Head lift -- beginning in starting position the child lifts his head until his chin touches his chest and looks at his toes. This is done to a count of 1-2, 1-2.

EVALUATION: The child will roll his head from one side to another to the count of 1-2.

REINFORCEMENT:

Head lift and roll -- start with head turned to one side while child is lying on his back. The child should lead with his eyes. Have him lift and turn the head until the chin touches the chest, look at his toes, continue to turn and lower the head to the other side until the ear is touching the floor.
Give directions to the child: "Look up, look at your toes, look at the window, look at the wall." Repeat several times.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Motor - Exercises

BEHAVIORAL OBJECTIVE: While lying on his back, the child will be able to move his arms above his head until his hands touch, then move his legs inward and outward, and finally combine arm and leg movements synchronizing them to the count of 1-2.

PRESCRIPBED ACTIVITIES: - Bilateral Arm and Leg Movements

1. Beginning in starting position, have the child slide his arms along the floor with his elbows straight, continue until his hands touch each other above his head, and then move his arms back to his sides. The arms are to be kept straight but not stiff. This is to be done to a count of 1-2.

2. Beginning in starting position, have the child keep his knees straight but relaxed. Instruct him to move his legs slowly together until the heels touch, then move the legs outward and inward to a count of 1-2.

3. Have the child lay on the floor in the starting position. After he has done the head roll, arm movements and leg movements, combine the arm and leg movements. Move the legs apart keeping the knees straight and at the same time, move the arms from the sides to a position above the head keeping the elbows straight. Then return the hands to the sides and bring the feet together heels touching. Do this to a count of 1-2.

4. Beginning in starting position, have the child place one arm above his head and one at his side. To a count of 1-2 he is to move the arms up and down so that one is above his head while the other is at his side. He should maintain a smooth even speed.

EVALUATION: The child will be able to synchronize arm and leg movements to the count of 1 - 2.

REINFORCEMENT:

1. When the child has become proficient at the bilateral arm and leg movement exercise, add the head movement in this manner: As the legs are wide and the hands over the head, have the child look toward his hands, then bring his arms to his sides and his legs together so that his heels touch. While in this position have the child put his chin on his chest and look at his toes.

2. To a count of 1 - 2, have the child raise the right arm above his head and at the same time move his left leg outward, then reverse the procedure.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Motor - Exercises

BEHAVIORAL OBJECTIVE: While lying on his back on the mat the child will move his arms and legs as directed and be able to roll from one side of the mat to another.

MATERIALS: mat

PRESCRIBED ACTIVITIES: - Exercises on the Mat

1. On the count of one have the child spread both arms out to his side, on the count of two bring both arms straight in front of his face and clap hands. On the count of three the arms should be back outstretched on the mat and on the count of four the arms are returned to sides.

2. Add leg movements-- as the child claps hands in front of him (on the count of two), he should kick upward with one leg,the knee should not bend. As the arms go back to the out position on the count of three, drop the leg to the floor. Return the arms to the sides for the count of four. Repeat raising the alternate leg on the count of two.

3. Place a visual target on each wall close to the floor. Instruct the child to lie on his back and extend one arm upward. (If he is to roll to the right, the right arm will be raised.) Have the child roll over one time only and return to his back. Have him roll over several times using the opposite arm to push himself. He is to look at the visual target each time that he rolls onto his side.

EVALUATION: The child will move arms and legs as directed and roll from one side of the mat to another.

REINFORCEMENT:

1. Have the child lie on his stomach place his arms near his shoulders as if he were about to do a push-up and turn his head so that he is looking at the wall target. He is to use the hand nearest the wall target to push himself in the opposite direction. He will then be on his back looking at the ceiling.

2. Have the child repeat this but continue the roll until he is on his stomach again.

3. Have the child crawl on his hands and knees along the edge of the mat.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Motor - Spatial Relationships

BEHAVIORAL OBJECTIVE: Given directions by the teacher, the child will climb over, under and around objects.

MATERIALS: 2 tables, large chair, 2 small chairs, fireman's gym, barrels, walking beam, large flat stones.

PRESCRIBED ACTIVITIES: - Obstacle Course

1. Make an obstacle course by arranging the furniture in a wide circle and direct the child to: climb over a table and under a large chair; walk around a small chair, crawl under a second small chair and then under a table. Complete the activity by having the child walk the walking beam.

2. When outdoor equipment is available devise an "obstacle course" by sequencing a series of activities. Activities to be included are: climb the fireman's gym, slide down the pole, crawl through the open areas at the bottom of the gym, walk forward and backward on a walking beam, crawl through the barrels and then on top of the barrels, walk by stepping on each of the stepping stones.

EVALUATION: The child will climb over, under and around objects.

REINFORCEMENT:

1. Repeat this activity often until the child comprehends the meaning of over, under, or on, as it applies to his body in relation to objects.

2. If the child has difficulty, help him by showing him where to place his feet and hands.

3. If outdoor equipment is limited, tables, chairs and walking beam can be carried outside. A large empty cardboard carton or fuel drum can replace the barrel.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Motor - Body Coordination

BEHAVIORAL OBJECTIVE: When the teacher designates specific areas for the placement of the child's feet, he will walk forward and backward.

MATERIALS: footprints cut from cardboard, extension ladder

PRESCRIBED ACTIVITIES:- Indoor and Outdoor Activities

1. Cut foot prints for both the right and left foot from heavy cardboard. Space these on the floor in such a manner that a child can step from one to another with ease. Have the child walk by stepping only on the foot prints.

2. Lay the ladder which has rungs and thin sidebraces flat on the ground. Have the child walk forward and then backward stepping in the spaces between the rungs.

3. Have child perform the following variations using the ladder: Walk with one foot in the spaces and one outside of the ladder. Walk while straddling the ladder. Walk stepping on the ladder rungs.

EVALUATION: The child will walk forward and backward on specific areas designated by the teacher.

REINFORCEMENT:

1. Have the child stand behind the instructor so both are facing the same direction. The child will copy positions assumed by the instructor such as standing with one leg raised to the front, one arm in the air and the other to the side of the body.

2. Stand facing the child, and have him assume the same positions as instructor.

3. Place the hands of a clock in a position and have the child imitate this with his arms.

4. If the school playground has circles four square patterns or hopscotch patterns painted on the asphalt, have the child step on these, walk on the lines or jump from one area to another.

5. Draw designs on the playground and have the child walk or jump on them.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Motor Coordination

BEHAVIORAL OBJECTIVE: When a line of masking tape is placed on the floor, the child will walk heel-to-toe along the line without stepping off.

MATERIALS: 3 inch masking tape, tray, glass, picture on the wall, 2 flags

PRESCRIBED ACTIVITIES:- Walking A Line

1. Put a line of three inch wide masking tape for a distance of approximately six feet on the floor.
   Have the child practice walking along the line until he can walk placing both feet on the line.

2. After the child learns to walk in this manner, have him walk on the line heel-to-toe. He does this by placing the toe of one foot against the heel of the other. Instruct him to look at his feet as he walks.

3. When the child has developed skill in walking heel-to-toe while looking at his feet, place a picture on the wall to be used as a visual target at eye level for the child. Have him walk forward, heel-to-toe, looking at the wall target.

EVALUATION: The child will be able to walk a line heel to-toe without stepping off.

REINFORCEMENT:

Have the child perform these variations:
Walk the line carrying a flag in each hand.
Walk carrying a tray.
Walk carrying a tray with an empty glass, later, water can be put in the glass.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Motor Coordination

BEHAVIORAL OBJECTIVE: Keeping his eyes on a visual target, the child will walk the beam in a forward, backward and sideways direction as directed by the teacher.

MATERIALS: Walking beam, pointer, 2 pictures on wall, eye targets, tray, cup, bean bag, and book

PRESCRIBED ACTIVITIES: Walking Beam, forward, backward, sideways and variations

1. Have the child observe the following rules for walking beam activities. Have him remove shoes and socks, walk heel-to-toe, by placing the heel of one foot against the toe of the other, look at some prearranged visual target. Practice one activity until it can be performed with ease before attempting a more difficult one. If he looses his balance and steps off the beam, have him step on at that point and walk to the end of the beam.

2. Walking forward on the beam.
    a. Have the child step on the beam and walk heel to toe looking at his feet.
    b. Have the child walk the beam looking at a pointer which the teacher pulls along the beam approximately two feet in front of the child.
    c. Place an object or picture on the wall at the child's eye level, have him walk forward watching this.

3. Walking backward on the beam.
    a. Place an object on the end of the walking beam, have the child step onto the beam and walk backward by placing the toes against the heel of the opposite foot. The child is to keep his eyes on the object at the end of the beam.
    b. Have the child look at an eye target on the wall as he walks backward on the beam.

4. Walking sideways on the beam.
    Place a target on the wall to the side of the walking beam. Instruct the child to keep his eyes on the target while walking the beam. He is to begin by advancing the lead foot and then having the opposite foot come to meet it.

5. Variations are:
    Walk while carrying a pointer in both hands.
    Walk carrying an empty tray.

Walk carrying a tray with a glass of water.
Walk with a book on the head, pick up an object from the floor without stepping off the beam.
Crawl on hands and knees on the beam.
Walk to the middle of the board, rise on toes, turn, walk back to the end.

EVALUATION: The child will walk the walking beam forward, backward and sideways.

REINFORCEMENT:

1. Have the child walk sideways by crossing one foot in front of the other keeping his eyes on the target as he walks.

2. To develop peripheral vision, place a block on either side of the board, have the child look at the blocks then at the wall target, then back at the blocks.

3. The walking beam can be turned so the child walks on the narrow side.

4. Several children can play "Follow the Leader" on the walking beam.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription:

TRAINING AREA: Motor Coordination

BEHAVIORAL OBJECTIVE: The child will be able to improve motor coordination by running, jumping, hopping, and skipping.

MATERIALS: Visual target, Spring-o-lene board, drum

PRESCRIBED ACTIVITIES: - Running, Jumping, Hopping, Skipping

1. If the child is very young or poorly coordinated, suggest that he run with the instructor. Take the child's hand and run, setting the pace and rhythm. Then let go of his hand and have him run beside the instructor.

2. Tell the child to run on the word "go" and stop running on the word "stop." Have him run across the grassy area of the playground, call out "stop" approximately every ten feet.

3. Have the child stand in the middle of the springboard, take both of his hands, tell him to jump. Indicate by moving hands up and down that he is to move in an up and down direction. After he is jumping in a rhythmic manner, allow him to jump without assistance.

4. Have the child jump each time he hears the beat of a drum.

5. Have the child jump on one foot.
   Have him bend one leg at the knee and hold his ankle with his hand if necessary.

6. Have the child hop to a target on the wall.

7. Have the child hop on one foot and then on the other. Hold the child's hand and say "walk and hop and walk and hop" in a rhythmic manner.

8. Take the child to the hall or playground and have him skip. Take his hand and set a pattern. After he is skipping in a rhythmic manner, let go of his hand and allow him to skip alone.

EVALUATION: The child will be able to run, jump, hop and skip.

REINFORCEMENT:

1. Instruct a group of children to stand in a line, give the first child a ball and tell him to run to a designated spot, lay the ball down and run back to the group. When he has returned, he is to take his place at the end of the line. The next child is to run to a spot, pick up the ball, return it and give it to the next child in the line, continue until all have had a turn.

2. Have the child select a picture or a magnetic object and place it on the wall for use as a visual target, have him turn and walk to the other side of the room taking a position opposite the the target he has placed on the wall. While watching this target he is to jump until he reaches it.

3. Draw a hopscotch pattern on the floor with chalk or draw one on the outside play area, have the child hop in the squares of the pattern placing two feet in double squares and one foot in the single ones.

SUGGESTED MATERIALS FOR MOTOR LESSONS*

Fireman's Gym	Creative Playthings # **Np** 109 Post Office, Box 1100 Princeton, New Jersey 08540
Mat	Creative Playthings # Ng 487 (Address above)
Spring-O-Lene	Creative Playthings # Np 503
Walking Beam (A six or eight foot two by four or two by six board set firmly on bricks may be substituted for a walking beam.)	Lakeshore Curriculum Materials MW 6809 1144 Montague Ave. San Leandro, Calif 94577

* Check with nearest SEIMC

Motor Development

References

1. Porter, Lorena. Movement Education for Children, N.E.A. Center, 1969.
2. Ebersole, Marylou, Kephart, Newell C., and Ebersole,James. Steps to Achievement for the Slow Learner, Charles E. Merrill Co., 1968.
3. Radler, D.H. and Kephart, Newell C., Success Through Play, Harper and Row, 1960.
4. Kephart, Newell C. The Slow Learner in the Classroom, Charles E. Merrill Co., 1960
5. Chaney, Clara M. and Kephart, Newell C., Motoric Aids to Perceptual Learning, Charles E. Merrill Col, 1968.

LANGUAGE DEVELOPMENT

I. Rationale

The child must develop inner language, then receptive language and finally expressive language. A word must acquire meaning or represent some type of experience before it can be used. It is inner language that attaches meaning to experience. Receptive language involves the ability to comprehend an auditory or visual sensation. In the case of auditory receptive language it is the ability to comprehend the spoken word. When receptive processes are deficient, inner language can not develop readily.

Expressive language takes place when the child has meaningful experiences which he comprehends and can communicate to others. It is the oral or motor act which results when an intact receptive language and an adequate inner language react to a situation. (1)

There are certain functions which must develop in the preschool child if he is to have a basis for language learning. These fall into two groups; motor functions which lead to balance, walking and general coordination of movement and sensory functions which provide an opportunity for the child to exercise observation, comparison and judgment. Through these the child becomes acquainted with his environment and develops his intelligence. (2) It is the function of the preschool to develop the sensory and motor channels and the total linguistic structure. If the child has had a lack of experiences or has a learning disability his sensory, motor, and language development will be retarded.

II. Auditory Perception

The child with impaired auditory perception does not interpret what he hears. He cannot associate sounds with particular objects or experiences, he responds inconsistently to sounds, and sometimes appears to be hard of hearing. When auditory skill is lacking it is necessary to provide an intensive program of auditory training. This begins by teaching the child to distinguish sounds which are grossly different, and then those more nearly alike. He is made aware of the presence or absence of sound. He learns to recognize sounds common to his environment. The ability to determine the direction from which a sound comes is necessary for an appropriate response. For the child who lives in a crowded area with much traffic, it is also an important safety factor. Unless auditory memory is developed, language can not develop. One cannot understand or express the spoken word without the ability to retain a sequence of sounds within words and words within sentences. (1)

Later school success will be dependent upon the child's ability to hear and comprehend instructions and facts. Auditory memory skills can be improved by having the child carry out verbal instructions, retell stories, repeat a sequence of numbers or nonsense syllables, and recite songs and nursery rhymes.

III. Visual Perception and Memory

The individual must learn to see in the same manner that he learns to walk and talk. Things viewed are only understood as the result of learning. (3) The child must be helped to perceive what the eye receives. Visual perceptual skills include eye-hand coordination, form recognition, discrimination, visual memory and visual sequencing. Techniques within the special education curriculum for the improvement of visual perception are drawn from Getmen, Frostig, Montessori, Kephart, Hortense Barry, Cruickshank and others.

Sorting activities, beginning with sorting nuts or other large objects and advancing to finer concrete objects, shapes, pictures, and catagories of objects, improve perceptual skills. Designed to develop eye-hand coordination are the pouring and polishing activities, chalkboard exercises, and ball activities.

Visual memory is developed as the child learns to arrange concrete objects after a visual pattern has been removed. The child may also look briefly at pictures, then identify them from memory. A later skill comes as the child learns to identify the missing part of an incomplete picture or arrange a series of pictures into a logical sequence of events.

The interpretation of visual stimuli occurs in the brain rather than the eye. Skills involved in reading, writing, spelling and arithmetic, which are so necessary for success in school work, depend upon accurate visual perception. (4)

IV. Speech Readiness and Improvement

The speech of a child with a learning difficulty may be inarticulate because of overall inadequacy of the motor system which may cause the child to have difficulty learning to suck, swallow, chew and manipulate the tongue. His unintelligible speech might also be due to a poor model, to lack of encouragement during infancy or to a "lazy" tongue. Speech readiness exercises include practice in breath control, chewing, sucking, controlling the movements of the tongue and jaw and babbling, which consists of combining vowels and consonants into nonmeaningful sounds. (5)

In addition to modeling and the encouragement of free verbalization, situations are frequently contrived which will provide the child with an opportunity to practice good speech patterns. Poor speech is not corrected, but good speech patterns are rewarded.

The disadvantaged child whose problems are compounded by developmental retardation needs specialized help. It is important that his motor sensory skills be developed to become efficient tools for gathering and utilizing experiences. But the development of these presymbolic skills will not serve as a total answer. The child must also be provided with sufficient experiences to provide adequate inner language structure and expressive language.

V. Individual Prescriptions

A. Visual Prescriptions

Individual Visual Prescriptions

Introduction:

The visual prescriptions are structured to assist the child who seems to be having difficulty with visual perception. The prescriptions reinforce the lessons written for the classroom by attempting to modify behavior so the child can compete with his peer group.

Terminal Goals

The child will be able to point to and identify geometric shapes.

The child will be able to match shapes to pictures or objects of like shape.

The child will recognize like and different objects.

The child will be able to follow designs made with cubes, beads, tiles or blocks.

The child will be able to sort objects by color, shape and size.

The child will be able to identify familiar objects of pictures.

The child will be able to match objects, pictures, shapes that are alike.

The child will be able to assemble a simple puzzle or sequence picture story.

Procedures for individual visual prescriptions.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When asked by the teacher the child will be able to choose and identify a circle and a square shape, trace each shape and then draw a like shape beside the shape that was traced.

MATERIALS: Colored cubes, circles, squares, balls

PRESCRIBED ACTIVITIES:
Introduction:
Good morning, My name is ------------.
Have the child repeat My name is -------.
Each day have the child recall an incident.

Monday
Introduction:
Recall what was seen from the bus window coming to school.
You have been talking about circles. Look at the articles I have in my box.
Have the child take a red circle out of the box.
Place two squares on the table, one red and one blue.
Have the child place his circle on a blue square.
Have him identify the color of the square and the circle. Have the child trace over a circle and a square that has been drawn on paper. Then have him draw a circle and a square beside the traced circle and square.

Tuesday
Introduction:
Recall what the child had for snack or for breakfast.
Place 4 circles (2 blue and 2 red) and 4 squares (2 blue and 2 red) on the table. Have the child take a circle and a square. Have him identify the color of the shapes. Have him put the blue shape on top of the red shape. Have the child sort the circles and the squares by size.

Wednesday
Introduction:
Recall what the child played on the playground.
Place 2 large and 2 small circles on the table. Have the child identify the shapes and the colors. Then add 2 large and 2 small squares, have the child identify the shape and color. Have the child reproduce a circle and a square.

Thursday -
Introduction:
Recall what was seen while riding the bus to or from school.
Take objects of different shapes from the box and place them on the table.
Have the child choose the round objects like a circle. Then have him pick the square objects like a square.
Have him identify the color of the objects.

Friday -
Introduction:
Criterion Test
Have the child recall what he had for breakfast.
Place 3 sets of three sizes of circles and 3 sizes of squares on the table.
Have the child sort the shapes as to shape, then color and then size.
Have him identify the circles and the squares.

EVALUATION: By the end of the week the child will be able to choose and identify a circle and a square shape and will be able to draw a circle and square after tracing like shapes.

REINFORCEMENT: If the child cannot complete the behavioral objective then trace a circle and a square shape, first with their fingers then an outline drawn on paper.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: Shown geometric shapes and pictures of familiar objects by the teacher, the child will match the shapes to all the pictures containing the same shape.

MATERIALS: 3 sizes and 3 different colors of squares, 3 cubes the same color as the squares, small red circles and pictures of objects that are round and square, Book -"Discovering Shapes"

PRESCRIBED ACTIVITIES:
Introduction:
Good morning, My name is -----------.
Have the children repeat their name and street name.

Monday
Introduction:
Put the circle and square shapes on the table.
Today we have some shapes. Look at the shapes.
Have the child choose the squares and identify the color, choose the circles and identify the colors.
Put the pictures on the table.
Have the child choose a picture that has a square object in it, a picture with a round object in it.

Tuesday
Introduction:
Have the child recall what he had to eat at snack time.
Give each child a square.
Have the child identify the color. Have him run his fingers around the sides of the square.
Have the child compare the sizes of the squares.
ask: Which is the smallest square?
Place the cubes on the table.
Have the child take a cube that is the same color as his square.
Have him place the cube on top of the square

Wednesday
Introduction:
Have the child recall a game he enjoys.
Have the child look at a picture. Have him choose all the objects that are round or circles, then choose all the objects that are square in the prictures. Identify as many colors as possible. Tell what the picture is about.

Thursday -
Introduction:
Read the book, "Discovering Shapes" or a similar book, beginning with page 16. Have the child identify the shapes. Read page 17, discuss the circles as to size and color. Have the child compare the small red circle shapes to the shapes on the page. Turn to pages 18-19. Have the child find the round shapes and identify the color of each.
(If Discovering Shapes is not available, use a picture or book that has pictures of small and large circles of different sizes and colors.)

Friday:
Introduction:
Criterion test

1. Can the child choose two circles from the assortment of geometric shapes?
2. Can each child find three squares from the assortment of geometric shapes?
3. Show the child a picture of different geometric shapes, have the child find three round shapes.
4. Have the child draw a circle and a square.

EVALUATION: The child will be able to match circle and square shapes to pictures of the same geometric shapes.

REINFORCEMENT: Show the child a red circle, say This is a circle, Show me a circle. This is a square, Show me a square.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given a triangle shape by the teacher, the child will identify the shape and trace it on paper.

MATERIALS: 3 small triangles, 3 circles and 3 squares (different colors)

PRESCRIBED ACTIVITIES:
Introduction:
Good Morning, my name is _____________.
Have the child repeat his name and address.
Recall an incident or something the child has done.

Monday
Introduction:
Give the child 3 different geometric shapes, a circle, a square, and a triangle.
Have the child pick up a circle upon request.
Have the child identify the color and repeat the name of the shape.
Have him do the same with the squares.
Show the child a triangle.
Say: This is a triangle, Show me a triangle.
Have the child pick a triangle from the shapes.
Have the child name the triangle and identify the color.

Tuesday
Introduction:
Place the triangle on the table.
Have the child take two circles and identify the shape.
Then place the squares on the table. Have the child take 2 squares.
Repeat procedure with the triangles.
Have the child sort the shapes as to form, and then as to color.

Wednesday
Introduction:
Place the shapes on the table. Have the child take all the circles, then all the squares and then all the triangles. Do not show him which shape to take unless he needs assistance.
Have the child place the shapes in the center of the table. Then have him take one of each shape. Have him make designs by putting different shapes together. Have the child trace the triangle, circle and square. Let the child experiment by putting the shapes together into some type of design.

Thursday -
Introduction:
Give the child the paper on which a triangle,circle and square has been traced.
Have the child identify the shapes and color.
Have the child place the shapes on the outline drawn on the paper.
Have them trace around the shape with their fingers, then on paper with crayons.

Friday -
Introduction:
Criterion Test

Can the child identify geometric shapes of circles, triangles and squares?

Can the child make the shape in the air, then on the table with his finger?

Can the child connect dots made in the shape of a triangle on paper?

Can the child fit a geometric shape into the shape he has made?

EVALUATION: The child will be able to identify a triangle and connect dots made in a triangle shape.

REINFORCEMENT: Help the child identify a triangle by showing him a triangle, then say, This is a triangle, show me a triangle. Place a triangle and circle together, have the child choose a triangle from the two.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When presented with triangle shapes by the teacher, the child will draw a triangle by connecting the dots in a triangle shape, trace around the shapes and fold a square of paper into a triangle shape.

MATERIALS: 3 triangles (red,blue, yellow) paper with dots drawn in the shape of triangle, squares of paper.

PRESCRIBED ACTIVITIES:
Introduction:
Have the child tell the name of their street and their age.

Monday
Introduction:
Have the child tell one thing he saw on the way to school.
Place the three triangles on the table. Have the child identify them by name and color. Have the child trace around the triangle with his fingers. Give the child a paper with dots in the shape of a triangle. Have the child connect the dots. Then have the child draw a triangle on the paper.

Tuesday
Introduction:
Have the child tell the color of the dress or shirt he has on.
Place the three triangles on the table. Instruct the child to pick up a colored triangle. Have him trace around the triangle with his fingers, name the triangle and identify the color.
Give the child a piece of paper. Lay the crayons (blue, red and yellow) on the table.
Have the child draw a triangle with colored crayon that matches the triangle he chose.

Wednesday
Introduction:
Have the child describe their teacher's dress.
Have the child take two triangles, each a different color. Have the child identify the shape and colors of the triangles. Have him trace the triangles on paper using the same colored crayons as the triangles. Then have the child draw two triangles using the color crayons that correspond with the triangle. As the child draws the triangle say, down, down and across.

Thursday
Introduction:
Have the child recall a game he has played recently.
Have the child choose a triangle. Have him trace around it with his fingers and identify the color. Give him a paper with the dots the same color as the triangle he has. Have him make a triangle by connecting the dots on the paper.

Friday
Introduction:

Criterion Test

Have the child recall what he had for breakfast.
Place 6 triangles on the table.
Can the child choose a triangle?
Can he choose two more triangles that are the same size?
Can the child sort the triangles as to color and size?
Can the child draw a triangle?

EVALUATION: The child will identify geometric shapes of triangles and squares and identify the color of each.

REINFORCEMENT: Give the child one red triangle, after he becomes familiar with it add a blue triangle then a yellow triangle.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given three squares and three triangles by the teacher, the child will name the shapes, the color and draw the shapes by following the dots on paper and then draw shapes free hand.

MATERIALS: geometric shapes, 3 squares, 6 triangles, (yellow-red-blue) and red, yellow and blue crayons

PRESCRIBED ACTIVITIES:

Introduction:
Have the child repeat his name, address and age.

Monday
Introduction:
Have the child tell what he saw on the way to school.
Place 6 triangles on the table.
Have the child choose one triangle. Have the child trace around the triangle with his fingers.
Have the child identify the color of the triangles.
Have the child choose a square, then have him place a triangle on the square.
Then have the child place a second triangle on the square.
Have the child repeat triangle after the teacher.

Tuesday
Introduction:
Have the child recall something he saw on his way to school.
Place the squares and triangles on the table. Instruct the child to take 2 yellow, 2 red or 2 blue triangles. Have the child take the square that will match the color triangle he has. Have the child place the triangles on top of the square. Have the child name the triangles.

Wednesday
Introduction:
Have the child tell what he had for breakfast.
Put the triangles on the table. Instruct the child to take a red, a blue and a yellow triangle.
Give the child a sheet of paper. Have him choose a crayon to match the triangles, then trace around the triangles with the crayon that corresponds to the color of the triangles.

Thursday
Introduction:
Have the child recall a game he has played recently.
Have the child choose a triangle. Have him trace around it with his fingers and identify the color. Give him a paper with the dots the same color as the triangle he has. Have him make a triangle by connecting the dots on the paper.

Friday -
Introduction:

Critierion Test

Have the child recall what he had for breakfast.
Place 6 triangles on the table.
Can the child choose a triangle?
Can he choose two more triangles that are the same size?
Can the child sort the triangles as to color and size?
Can the child draw a triangle?

EVALUATION: The child will identify geometric shapes of triangles and squares and identify the color of each.

REINFORCEMENT: Give the child one red triangle, after he becomes familiar with it add a blue triangle then a yellow triangle.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given red circles, blue squares and red triangles of different sizes the child will be able to sort shapes that are alike in size and alike in color but different in shape.

MATERIALS: red circles, blue squares and red triangles
(made of paper or commerical geometric shapes)

PRESCRIBED ACTIVITIES:

Introduction:
Good morning, my name is --------.
Have the child say My name is ------.

Monday
Introduction:
Have the child recall something he played on the playground.
Give the child one small red circle, one small blue square and one small red triangle.
Ask him if the shapes are alike
Then have him put the shapes that are the same color together.
Put a large red circle, a large blue square and a large red triangle on the table.
Have the child choose the shape that matches his shape.
Have the child tell how the shape is alike and different.

Tuesday
Introduction:
Have the child tell about something he saw on the playground.
Give the child two triangles of different colors and sizes.
Place red triangles of several sizes on the table.
Have the child match his triangle to triangles that are the same size and color.

Wednesday
Introduction:
Have the child describe one thing in the room that he likes to play with.
Give the child three blue squares, one red triangle and one red circle.
Have him sort the shapes that are alike.
Have him point to the shapes that are different.

Thursday-
Introduction:
Have the child recall Wednesday's activity.
Place three red circles, three red triangles and three blue squares on the table.

Have the child sort the shapes. Do not tell him how.
Observe the method he uses.

Friday -
Introduction:
Have the child recall something he saw as he rode the bus to school.

Criterion Test:

Can the child sort circles, squares and triangles according to size, color and shape?

Can he sort geometric shapes that are alike in color but different in shapes?

EVALUATION: The child will be able to sort red circles, blue squares and triangles that are alike in size and alike in color but different in shape.

REINFORCEMENT:

Have the child sort circles, squares and triangles that are alike in size and color.

Have the child sort shapes that are different in size and color.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescriptions

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given different colored geometric shapes of circles, squares and triangles, by the teacher the child will be able to identify the shape, size and color and sort shapes according to size.

MATERIALS: Circles (Stick-o-mat), 3 Try Kits

PRESCRIBED ACTIVITIES:
Introduction:
Have the child tell his name, address and age.

Monday
Introduction:
Place three different size circles on the table.
Have the child take one circle.
Have the child identify the shape and color of the circle.
Have him tell if the circle is big or little.
Have him trace around it with his finger.
Place six additional circles on the table of three different sizes.
Have the child sort three circles of the same size together.

Tuesday -
Introduction:
Place three different size squares on the table.
Have the child choose one square then identify the shape and color of the square he chose. Have him describe the shape according to size and number of sides.
Place six remaining squares on the table.
Have the child choose two squares that will match the shape he has. Then have him choose a square that is different in size.

Wednesday
Introduction:
Place three triangles the same size but of different color on the table.
Have the child identify the shape and color.
Have the child tell the size and the number of sides.
Have the child trace the shape with his fingers.
Place six additional triangles on the table that are different in size.
Have the child choose two triangles that are the same color as the one he has.
Ask him how they are different (size), how they are alike (color).

Thursday:

Introduction:
Review the circle, square and triangle shapes with the child.
Give the child an empty Try - Set - Tray or similar teaching aid.
Place three sizes of circles, squares and triangles on the table.
Have the child put the correct shape in the right space on the tray.
The child will place nine shapes in the tray.

Friday

Criterion Test

Show me a large red circle.
Show me a small blue circle.
Show me a large yellow square.
Show me a large blue triangle.
Show me a small red square.
Show me two shapes the same color and size.

EVALUATION: The child will be able to identify geometric shapes of circles, squares and triangles as to shape, size and color and will sort shapes by color.

REINFORCEMENT: If the child has difficulty with any shape, review or repeat the prescription for that geometric shape on the following day.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given 3 cubes, 3 triangles, 3 circles and 3 squares that are yellow, red and blue by the teacher the child will identify the color, shape and copy a design made by the teacher.

MATERIALS: 3 cubes, 3 triangles, 3 circles, 3 squares in a box (yellow, red, blue)

PRESCRIBED ACTIVITIES:
Introduction:
Have the child give his name, address and age.

Monday
Introduction:
Give the child two colored cubes, two triangles, two squares and two circles.
Instruct him to put the squares in the center of the table. Have him identify the colors of the squares. Have him put a yellow triangle on top of the squares. Have him put two cubes on top of the circles.

Tuesday
Introduction:
Place a box containing the cubes, triangle, squares and circles on the table.
Have the child take three shapes of his choice.
Have the child identify the shapes and the colors.
Have the child sort the shapes any way he likes.

Wednesday
Introduction:
Place the cubes on the table. Have the child take three cubes. Hold three fingers up if it will help. Have the child identify the color of the cubes. Have the child place the cubes in any design he would like. Then have him place the cubes in the center of the table. Have the child take a red, a yellow, a blue and a green cube. Make a pattern, then have the child copy the pattern.

R/B R/B/Y

$$\frac{R}{B/G/Y} \quad \begin{array}{c|c} R & B \\ \hline G & Y \end{array}$$

* Note: R means red cube, Y- yellow cube, B- blue cube, G- green cube

Thursday
Introduction:
Have the child take three colored cubes, one triangle, one square, one circle. (Do not specify color)
Have the child identify the shapes and the colors.
Have him put all the shapes of the same color together.
Then have the child put all the cubes in the box, then the squares, the circles and last the triangles.

Friday
Introduction:

Criterion Test

1. Can the child take all the yellow shapes?
2. Can the child take the triangles, circles or squares when asked?
3. Can the child identify the colors of the shapes?
4. Can the child copy a design?

EVALUATION: The child will identify color, shape and be able to copy a design made by the teacher.

REINFORCEMENT: The child will sort cubes and copy simple patterns made with one or two cubes.

The child will copy designs made of five or more cubes.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescriptions

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When presented with a rectanglar geometric shape by the teacher, the child will identify the shape and color of the rectangle.

MATERIALS: 3 rectangles (blue,red, green), 3 colored squares (blue, red, green), 3 circles (blue, red, green), paper, blue, green, red crayons

PRESCRIBED ACTIVITIES:
Introduction:
My name is -------.
Have the child repeat his name and street name.

Monday
Introduction:
Lay a blue and red circle on the table. Have the child identify the shape and color.
Lay the one blue rectangle on the table.
Say, This is a rectangle, it is blue.
Give the child a rectangle, have him trace around it with his fingers.
Give the child a square, have him lay it on the rectangle, then tell how they are different in shape.

Tuesday -
Introduction:
Have the child recall what he had for breakfast.
Put the shapes (a square, circle and rectangle) on the table.
Ask the child to take a shape.
Have him identify the shape and the color he chose.
Have the child trace around the edge with his fingers.
Give the child a piece of paper and a crayon.
Have him trace one shape at a time until he has traced a square, circle, rectangle.

Wednesday -
Introduction:
Have the child recall what he saw from the bus window.
Place three rectangles that are blue, red and green on the table.
Have the child identify the shape and the color of each rectangle.
Give the child a piece of paper. Lay the red,blue and green crayons on the table.
Have the child trace around the three rectangles with a crayon that is the same color as the rectangle he is tracing.
After the child has traced the three rectangles, have him draw three rectangles beside the rectangles he has traced.

Thursday
Introduction:
Have the child recall an event he enjoyed.
Place three rectangles, and three circles on the table.
Have the child identify the two shapes. Have him sort the shapes that go together. Have him sort the shapes by color. Have the child draw a rectangle then cover the rectangle, have him draw it again from memory.

Friday
Introduction:
Recall some activity the child enjoyed at home.

Criterion Test:

Can the child identify a rectangle, a square, a circle?

Can the child draw a rectangle?

EVALUATION: The child will be able to identify a rectangle geometric shape and the color of the shape.

REINFORCEMENT:
Give the child a rectangle shape only until he can identify it, then review the square shape.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescriptions

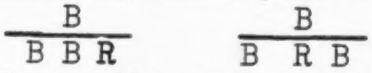
TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: Shown two block designs by the teacher that are the same and two that are different the child will be able to point to the two designs that are the same and those that are different.

MATERIALS: colored cubes and counting blocks

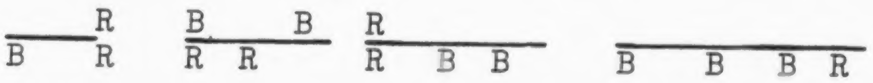
PRESCRIBED ACTIVITIES:
Introduction:
Sit with the child at the table.
Say, Good morning boys and girls, my name is --------.
Have the child repeat his full name and the name of his street.

Monday
Introduction:
Use the counting blocks to make four designs (B-blue R-red)
Make three alike and one different.
Have one child pick out the design that is different.



Change the design and have a child pick the design that is different.
Then give each child two red and two blue blocks and **have them** copy a design made by the instructor.
Do this three times using different designs each time.

Tuesday
Introduction
Give each child two red and two blue blocks.
Review the color of the blocks, make a design and have the child make the same design.
Do this three times making different designs each time.



Have the child take a turn making a design. Have others copy it.

Wednesday
Introduction:
Use the color cubes
Review all the colors on the cubes.
Give the child four cubes. Have him turn up the red side, then the blue, the blue and red. Have the child turn the blocks over and identify the colors.
Place two cubes on the table, one blue and one red. Have the child do the same. Make a design with two and then three cubes.
Have the child copy the design then have him make a different design.

Thursday -
Introduction:
Place the box of color cubes on the table
Take one cube, place it on the table with the blue side up.
Have each child do the same thing. Then take another cube and place the red and white side up R/W.
Then have the child do the same.
Take the third cube and place the red side up.
Place the cubes in this order B (R / W) B
Have the child follow the same order.

Friday -
Introduction:

Criterion Test

Make three designs (one at a time), can the child copy them?
Have the child make a design that is different from the design of the teacher.
Make a design with three color cubes.
Can the child copy the design, then make a design that is different?

EVALUATION: The child will be able to copy block designs and make block designs that are different.

REINFORCEMENT: If the child cannot follow a four or five block design start with a two block design, add additional blocks as the child is ready.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When presented with matching pictures or objects the child will differentiate those that are alike and those that are different.

MATERIALS: Matching cards,"Thinking Book"p. 42-43, magnetic stars, rabbits, apples

PRESCRIBED ACTIVITIES:

Introduction:
Have the child give his name and address

Monday
Introduction:
Show the child page 42 of the "Thinking Book," discuss the pictures on the page. Give the child an opportunity to pick out the twins from one row. Look at page 43, identify boys, rabbits and squirrels. Look at the boys. How are they different, name the twins.

Tuesday
Introduction:
Use five sets of matching pictures. Turn the pictures face down. Have the child select one picture at a time. Have the child match the pictures as he selects them. Do this activity several times.

Wednesday
Introduction:
Use the memory card game. Place nine cards face up. Give the child three cards. Have the child lay one card at a time on a matching card on the table. Pass three cards face down to the child two more times.

Thursday
Introduction:
Pass out the picture word cards to the child. Have the child sort them into animals, foods and family members. Have the child pass the cards out, placing them in three catagories, animal, food, and family members.

Friday
Introduction:
Magnetic Shapes - 6 rabbits, 6 stars, 6 apples
Put the shapes on the table. Let the child play with them. Observe how he divides or sorts them. Then have the child identify the shapes, and the color. Place the shapes back in the center of the table. Have the child take all the rabbits, then all the stars and then all the apples.

EVALUATION: The child will be able to match objects that are the same and sort objects and pictures that are different.

REINFORCEMENT:

If the activity is too difficult, use fewer objects.
Add additional objects if a more difficult activity is needed.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given four red cars of different shapes, four yellow cars, four blue cars and four airplanes that are red, blue and yellow by the teacher the child will match the cars and airplanes to the corresponding colored circles and will sort the cars and airplanes by color and by shape.

MATERIALS: 4 red cars, different shape, 4 blue cars different shape
4 airplanes (red, blue and yellow)graduated circles

PRESCRIBED ACTIVITIES:

Introduction:
Sit with the child.
Say Good morning, my name is ---------.
Have the child say - My name is -------.

Monday
Introduction:
Sit with the child, say.
Today, I have some toys.
Have the child take the cars out of the box and put them on the table.
Have the child sort the cars by color.
Then have him put the cars that are alike in shape but different in color together. Have the child put the blue cars in the box, then put the red cars in the box.

Tuesday
Introduction:
Materials - 4 blue, 4 red, 4 yellow cars, red, yellow and blue circles
Give the child two red cars, 2 yellow cars and two blue cars.
Place a yellow, red and blue circle on the table. Have the child match the cars to the circles by color. Have him sort the cars by shape and color.

Wednesday
Introduction:
Give the child 4 airplanes (2 red, one blue and one yellow) of which 3 airplanes are the same design.
Have the child place all the red airplanes on the red circle.
Have the child put the airplanes that are made alike together.
Outline each airplane on a piece of paper and have child place the airplane inside the outline.

Thursday
Introduction:
Sit with the child, place four red cars, four blue cars, one yellow and one blue airplane on the table.
Have the child sort the objects without instructions.
After he has manipulated the objects place a red, yellow and blue circle on the table. Have the child identify the shape. Have him place all the blue objects on the blue circle, the red objects on the red circle and the red objects on the red circle and the yellow airplane on the yellow circle.

Friday
Introduction:

Criterion Test

Can the child sort the cars by color and shape?

Can the child match cars and airplanes to circles of same color?

How did the child sort the objects without instructions from the teacher.?

EVALUATION: The child will sort objects by color and shape.

REINFORCEMENT:

Have the child sort objects of blue and red.

Have the child sort four objects that are red, yellow, blue and green in color but different in shape.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given objects by the teacher the child will sort them by color and shape and tell their use.

MATERIALS: 4 each - airplanes, cars, small cubes (red,yellow, blue), egg carton, Try Kit,toy animal, crayon, chalk

PRESCRIBED ACTIVITIES:

Introduction:
The child will repeat his name and address

Monday
Introduction:
Give the child an egg carton. Place airplanes, cars and cubes on the table.
Direct the child to put them in the carton.
Do not tell him how. After he has put them in the carton, have him put the articles back on the table.
Ask him if there is another way he can put them in the carton.
(note if he sorts by shape, color or size)

Tuesday
Introduction:
Give the child four airplanes, four cars and four cubes.
Place all the objects on the table.
Tell him to place the objects in three groups.
If he put like things together, then have him place all objects of the same color together.
Have the child identify each object and tell the color of the object.

Wednesday
Introduction:
Place four articles in a box such as car, cube, airplane and toy animal.
Have the child pick one article and identify it.
Place pictures of the articles on the table. Have the child choose a picture to match his article. Have the child name the article, tell the color, the size, and the use.

Thursday
Introduction:
Place a collection of objects on the table such as a spoon, toothpick, chalk, crayon, toy animal, toy car and toy airplane.
Have the child identify each object.

Friday
Introduction:

Criterion Test

Can the child sort the objects by color and shape?

Can the child identify and give the color of a spoon, toothpick, chalk, crayon, toy car, toy airplane and toy animal?

Can the child tell the use of each object?

EVALUATION: Each child will be able to sort, name and tell the use of objects placed on the table by the teacher.

REINFORCEMENT:

Have the child sort three objects by color and shape and tell the use of each.

Have the child sort five or more objects by color and shape and tell the use of each.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When shown food containers of different shapes and sizes the child will identify the geometric shapes and sizes of containers and some of the food that was in the container.

MATERIALS: Food containers - coffee can, small can, jello box, round box (oatmeal or salt)

PRESCRIBED ACTIVITIES:

Introduction: Each day have the child tell his full name and address

Monday
Introduction:
Place three food containers on the table. Have the child identify what the container had in it. Then have the child touch the tall can, then touch the short can, then touch the square box, then touch the round box. Have the child touch all the containers that are round. Have the child make a circle in the air.

Tuesday
Introduction:
Place the same containers on the table. Have the child identify the contents that each held.
Have the child touch the large can, the small can, the square box.
Have the child select a container. Then have him tell if it is large, small, round or square.
Have the child tell what was in the container. (Do this two times)

Wednesday
Introduction:
Place the food containers on the table.
Have the child identify the food that was in the containers.
Have the child put the round containers together, place the square containers on top of the largest round containers. Have the child point to the round, square and tall containers.

Thursday
Introduction:
Materials - orange juice, tuna, bean, tomato and apple sauce cans, and square fruit basket
Place the containers in front of the child.
Point to each container, have the child identify it.
Have the child place the tomato can inside the bean can and then place the cans in the square basket.
Have the child follow similar instructions using other containers.

Friday
Introduction:

Criterion Test

Can the child identify the geometric shapes of the food containers?

Can the child point to the tall, small and large container?

Can the child identify the food that was in the containers?

EVALUATION: The child will be able to identify the geometric shapes and sizes of food containers and name the food that they contained.

REINFORCEMENT:

The child will be able to name the geometric shape of one food container.

The child will be able to name the geometric shapes of fine food containers, tell the size and the food each contained.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When shown two pictures by the teacher that are alike, with parts missing from one picture, the child will point to the missing part.

MATERIALS: pictures and corresponding pictures with parts missing

PRESCRIBED ACTIVITIES:
Introduction:
My name is -------------.

Monday
Introduction:
Have the child observe two pictures that are complete.
Have the child tell about the pictures.
Show two corresponding pictures with a part missing.
Say, Show me what is missing.
If the child has difficulty, place a like picture beside the incomplete picture say, Point to the part that is missing.

Tuesday
Introduction:
Materials - The pictures used Monday and four additional pictures. (two complete and two corresponding pictures with parts missing)
Review the pictures viewed on Monday.
Introduce two additional pictures that have missing parts.
Discuss the pictures with the child.
Say, Show me what is missing.
Have the child place the corresponding complete picture on top of the picture that has a part missing.

Wednesday
Introduction:
Using two additional sets of pictures.
Use the same techique used with Tuesday's lesson.

Thursday
Introduction:
Materials - Using two additional set of pictures
Use the same techiques as used on Monday and Tuesday.
Give the child two pictures that are complete.
Have him find the pictures that match and show what is missing on them.

Friday
Criterion test
Use only pictures with parts missing.

Show me a little girl swinging, tell me what is missing?

Show me a little boy mailing a letter, what is missing?

Show me a clown being pulled in a wagon, what is missing?

Show me a boy pumping water, what is missing?

Show me a policeman on a motorcycle, what is missing?

Show me a monkey holding a cup, what is missing?

Show me a boy in a wagon, what is missing?

Show me a girl looking at toys on a table, what is missing?

EVALUATION: When presented a picture with parts missing the child will be able to point out the missing parts.

REINFORCEMENT:

Show the child two pictures that are alike, one complete and the other with one missing part. Have the child look at both pictures, then point out what is missing from one picture.

Show the child two pictures with missing parts. Have him point to the missing parts without a picture to give him a cue.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given three different groups of objects by the teacher the child will sort objects together by shape or color.

MATERIALS: 6 cars, 6 planes, 6 apples, 6 rabbits, 6 stars

PRESCRIBED ACTIVITIES

Introduction: Good morning, My name is ----------.
Have the child answer, My name is --------.
Have five year old, tell the name of street and birthday.

Monday
Introduction:
Put three cars, three planes and three apples on the table.
Have the child identify each object by name, then by color.
Mix the objects up on the table. Give the child a car.
Let him take the objects that are the same as the object he has,without help.
Ask if the cars and planes are different. How are they different:
Repeat using a plane and then an apple.

Tuesday
Introduction:
Put three apples, three rabbits, three stars on the table.
Ask the child if they are the same or different.
Give the child one object. Have him sort the objects that are the same.
Then have him take two objects that are different from the shape that he has.

Wednesday
Introduction:
Put three red cars, three blue cars, three red planes and 3 blue planes. on the table.
Instruct the child to take all the blue cars, then all the red cars, then all the blue planes. Then have him put them back in the center of the table.
Have the child pick all the blue objects, then all the red objects. Have him identify the objects he has. Have the child tell if they are alike or different.

Thursday
Introduction:
Place three apples, three stars and three rabbits on the table.
Have the child choose an object, then choose an object that is different, identify both objects.
Have the child sort objects that go together by shape and color.

Friday
Introduction:

Criterion Test
Place the objects on the table.

Can the child identify the three objects?

Can the child place three like objects together?

Can the child sort three objects that are the same color together?

Evaluation: The child will sort three objects by shape or by color.

Reinforcement:

The child will sort objects by shape.

The child will sort more than three objects by shape or color.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given six pictures by the teacher, that tell a story, the child will put the pictures in a sequence that tells a story

MATERIALS: Pictures in sequence that tell a story

PRESCRIBED ACTIVITIES:
Introduction:
My name is ----------.

Monday
Introduction:
Place 3 pictures of a father and son fishing on the table.
Have the child take one picture (Father bringing home a fishing pole, digging worms and getting in a boat).
Have the child describe what is happening in the pictures.
Have the child place the pictures in a story sequence.

Tuesday
Introduction:
Review the three fishing pictures from Monday, add three more pictures.
Have the child choose a picture.
Have the child tell about the picture.
Ask these questions of the child.
Show me a little boy and his father fishing.
Did anyone catch a fish in this picture?
How many fish do you see?
What did the little boy and his father do with the fish?
Do you go fishing? Who with?
Can you tell if the little boy and his father are taking fish home? How?
Have the child sequence 6 fishing pictures.

Note: Any picture sequence can be substituted

Wednesday
Materials - 3 pictures of the party
Introduction:
Have the child choose one picture.
Have the child tell what is happening in the picture.
Place three pictures on the table. Tell the child, A little girl has been invited to a party.
Find the picture that shows her receiving the invitation to the party.
Who is delivering it?

Find the picture with mother reading the invitation.
What do you think the letter says?
Find the picture of the little girl trying on a dress.
Why is she trying on the dress?

Thursday
Materials - 6 pictures - The Party

Introduction:
Review the three pictures used Wednesday of the party.
Give the child one picture of the last three pictures of the sequence.
Have the child look at the picture and tell about it.
Ask, How many children are in the picture?
Who else do you see? Do you see anything to eat?
Have you attended a party?
Tell me about it. Was it a birthday party?
Have the child sequence the six pictures.

Friday
Criterion Test
Place the two sets of sequence pictures on the table.
Have the child sort out the two groups (6 for party - 6 for fishing)
Have the child sequence the Party pictures, then sequence the Fishing pictures.

EVALUATION: The child will be able to sequence six pictures.

REINFORCEMENT:

Have the child sequence three pictures.
Give the child eight or nine pictures to sequence into a story.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When shown a picture of a city, the child will be able to identify the school, the fire station and tell what three people in the picture are doing.

MATERIALS: Pictures of the city

PRESCRIBED ACTIVITIES:
Introduction:
Have the child tell his name and address.
Have the child tell about an incident each day.

Monday
Introduction:
Sit with the child.
Show the child a picture of the city. Have the child identify as many of the buildings in the picture as he can.
Have the child tell what a building is.

Tuesday
Introduction:
Sit with the child.
Show the child a picture of the city.
Have the child find the following buildings by saying:
Show me a school. How do you know that it is a school?
Show me a church, how can you tell that it is a church?

Wednesday
Introduction:
Sit with the child.
Show him the picture of the city.
Say to the child:
Show me the fire station. How do you know it is a fire station?
What do firemen do?

Thursday
Introduction:
Sit with the child.
Show the child the picture of the city. Say to the child,
Look at the people in the picture. Tell me what they are doing.

The child should be able to name at least three people and tell what they are doing in the picture.

Friday

Introduction:

Criterion Test

Sit with the child.
Show him the picture of the city, ask him the following questions:

Can the child find a school house?

Can the child find a fire station?

Can the child tell what the firemen, postman and the children are doing in the picture?

EVALUATION: After looking at a picture of a city, the child will identify the school and the fire station and tell what three people are doing.

REINFORCEMENT:

The child will identify four or move building shown in the picture of a city.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: Shown a picture of a city by the teacher the child will be able to name three community helpers found in the picture and will name two services that each helper performs.

MATERIALS: Pictures of a city, postman, fireman, and policeman

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his full name, street address and birthday.

Monday
Introduction:
Sit with the child.
Display the picture of the city.
Discuss the need of community helpers in a city.
Review the community helpers that the child knows.
Have the child name the community helpers that he can find in the picture.
The child should be able to find a policeman, a postman and a fireman.

Tuesday
Introduction:
Sit with the child. Display the picture of the city.
Place a small picture of a postman, fireman and a policeman on the table.
Have the child place the pictures on top of the corresponding helpers in the picture of the city. Have the child tell two things a fireman does. (Puts out fires, helps people out of burning buildings and teaches fire safety to children.)

Wednesday
Introduction:
Place a picture of a policeman and a postman on the table.
Have the child name the helper.
Have the child tell two ways the policeman helps in the city. (Acceptable answers are directs traffic, patrols streets, helps lost children, protects property.)

Thursday
Introduction:
Sit with the child.
Place the picture of the postman on the table.
Have the child identify the postman.
Have the child tell two things the postman does in the city.
(He delivers mail and pick up mail.)
Have the child tell how the postman delivers mail, such as walking or riding. Display letters, packages, magazines.
Have the child demonstrate how they are delivered.

Friday
Introduction:

Criterion Test

Sit with the child.
Show the child a picture of a city.

1. Can the child find a postman, policeman, fireman?

2. Can the child tell two things a fireman, policeman and a postman do?

EVALUATION: The child will be able to identify three community helpers found in a picture of a city and will name two services each helper performs.

REINFORCEMENT:

Have the child find two community helpers in a picture of the city.

Have the child find four or more community helpers in the picture and tell something about each one.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When shown a picture of the country the child will be able to identify three farm buildings and four animals.

MATERIALS:
Picture of the county
Models of cows, pigs, ducks, sheep, horses and pigs
Picture of city and country buildings

PRESCRIBED ACTIVITIES:
Introduction:
Have the child repeat his full name, street address, and birthday.

Monday
Introduction:
Sit with the child.
Display a picture of the country.
Have the child identify as many animals, buildings and other objects that he can in the picture. Ask him how the country differs from the city.

Tuesday
Introduction:
Display the picture of the country.
Have the child find as many helpers in the picture as possible.
If he needs assistance ask what the little girl and the little boy are doing to help. Ask how the postman in the picture is different from the postman in the city (Rural postman rides in automobile). Have the child find the farmer and tell what he is doing. Have the child tell what mother is doing.

Wednesday
Introduction:
Display the picture of the country.
Place the models of a cow, horse, duck, sheep and pig on the table.
Have the child identify the models.
Have the child place the models on the corresponding picture of the model shown in the picture of the country.

Thursday
Introduction:
Display the pictures of the country and city.
Give the child a picture showing city and country pictures.
Have him draw a line from the pictures on the left to the matching picture on the right.

Friday
Introduction:

Criterion Test:

Can the child identify three farm buildings and four animals in the picture of the country?

Can the child tell what three helpers are doing in the picture of the country?

Can the child separate city pictures from country pictures?

EVALUATION: The child will be able to identify three buildings and four animals after viewing a picture of the country.

REINFORCEMENT:

Have the child identify two farm buildings and two farm helpers.

Have the child identify six farm buildings and five helpers.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When shown pictures by the teacher of mother and baby animals the child will match the picture of the baby animal to the correct picture of the mother animal and identify the animals.

MATERIAL: Pictures of mother and baby farm animals
Large picture of a farm

PRESCRIBED ACTIVITIES:
Introduction:
Have the child tell his name, address and birthday

Monday
Introduction:
Recall the trip the child made to the farm.
Show the child pictures of mother and baby farm animals.
Have the child identify two mother animals and their baby animals.
Have the child point to two animals in the pictures that he saw on the farm.

Tuesday
Introduction:
Discuss the trip to the farm. Have the child name two animals that he saw. Using pictures of different animals, cow and sheep and their babies, have the child match the picture of the baby animal to the mother animal. Have the child identify the animals he has matched.

Wednesday
Introduction:
Look at the Farm picture. Have the child name two animals and point to their baby animals. Have the child tell one thing about the animals in the picture. Give the child a picture of a baby animal. Have him match it to the mother animal in the large picture.

Thursday
Introduction:
Place three pictures of baby animals face down on the table.
Place three pictures of corresponding mother animals face up on the table.
Have the child select one picture that is turned face down and match it to the correct picture of the mother animal. Continue until all pictures have been matched. Reverse the procedure turning the pictures of the mother animal face down and the picture of the baby animal face up.
Have the child identify the animals.

Friday

Introduction:

Criterion Test

Can the child match two pictures of baby animals to corresponding mother animals in the large farm picture.

Can the child match the baby animal to the mother animal when given three pictures of baby animals and three pictures of corresponding mother animals

EVALUATION: The child will be able to match pictures of baby animals to pictures of corresponding mother animals and identify the animals

REINFORCEMENT:

Have the child match one picture of a baby animal to that of the mother animal, proceed to five or six matching pictures.

SPECIAL EDUCATION

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When shown pictures by the teacher of the farm and the city the child will tell how they are different and will be able to match small pictures to corresponding large pictures.

MATERIALS: Picture of a farm and a city

PRESCRIBED ACTIVITIES

Introduction:
My name is -------.
My address is -------.
I am ----- years old.

Monday
Introduction:
Show the child a picture of a farm.
Have the child identify three things in the picture.
Have the child recall the trip to the farm.
Have the child recall two things that he saw at the farm.
Show the child pictures of animals (cow, monkey, pig) and a picture of a barn.
Have the child choose the animals that belong to the farm.
Have the child answer the question What is a farm?

Tuesday
Introduction:
Show the child a picture of a city.
Have him identify as many buildings as he can in the picture.
(stores, school, church, etc.)
Have the child answer the question, What is a city?

Wednesday
Introduction:
Show the child pictures of the farm and the city.
Have him compare the pictures as to:
- Streets or roads
- Kinds of animals
- Kinds of cars, trucks, buses.
- Houses
- Mail delivery

Thursday
Introduction:
Place large pictures of the farm and the city on the table face up
Place small pictures of postman walking, milkman, cow, postman in car, barn, pig and store on the table.
Have the child select three small pictures.
Have the child place the small pictures on the corresponding large picture of the farm or the city.

Friday
Introduction:

Criterion Test
1. Ask the child to identify three pictures, two from the farm and one from the city.

2. Ask the child if the objects in the pictures are from the farm or the city.

EVALUATION: The child will be able to tell the difference between the farm and city pictures.

REINFORCEMENT:

Have the child look at a picture of a farm, then name everything he can.
Have the child match six or more pictures to a farm or city picture.

SPECIAL EDUCATION

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: After recalling a trip to the post office and listening to a story read by the teacher, the child will be able to tell three things about the post office and postman. When given an assortment of envelopes stamped with assorted stamps the child will be able to sort the envelopes according to size and type of stamp.

MATERIALS: Stamps, envelope, book

PRESCRIBED ACTIVITIES:
Introduction
Have the child tell his name, address and birthday

Monday
Introduction:
Recall the trip to the post office.
Encourage the child to tell three things that he saw at the post office.
Show the child a picture of a postman. Discuss the picture.
Have the child tell three things about the postman.

Tuesday
Introduction:
Read the child a story about the post office.
Give each child an envelope.
Place additional envelopes on the table. Have the child choose two "letters" that match his "letters" in size and stamps.
Place the "letters" in a bag.
Give the child a postman puppet.
Have him deliver two letters from the bag to another child or to the teacher.

Wednesday
Introduction:
Give the child an assortment of envelopes or stamps.
The teacher will ask the child to tell how envelopes and stamps are used.
Give the child a postman puppet. Have the child with the puppet deliver letters to the other children in the room or to a teacher.

Thursday
Introduction:
Show the child a picture of the postman in the city and in the country.
Have the child tell how they are different.
Place a variety of envelopes on the table. Have the child sort envelopes that are alike in size, color and stamp.
Have the child choose three envelopes that are different.

Friday
Introduction:

Criterion Test

Have the child tell three things about the postoffice.
Have the child tell three things about the postman.
Show the child an assortment of stamps, have him sort three that are alike and three that are different.

EVALUATION: The child will be able to tell three things about the post office, three things about the postman and sort stamps and envelopes that are alike and different.

REINFORCEMENT:

Have the child tell one thing about the post office and postman then slowly progress to three or more things.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVES: After listening to a story read by the teacher the child will tell three things about specific zoo animals

MATERIALS: Zoo Book, A Trip to the Zoo, The Smiley Lion Book, The Tiger Book

PRESCRIBED ACTIVITIES:
Introduction
Have the child tell his name, address and birthdate

Monday
Introduction:
Give the child a Zoo Book.
Have him name the animal on the cover of the book.
The answer should be "It is a Zebra." or other complete sentence.
Have him tell the colors of the Zebra.
Read the Zoo book to the child.
Have the child choose the page he likes best.
Have the child name three things on the page using a complete sentence.

Tuesday
Introduction:
Give the child a Smiley Lion Book
Read the Smiley Lion Book to the child.
Have him follow in his book.
Have the child count the animals on each page as the book is read.
Have the child choose one page.
    Have him identify the animal on the page.
    Count the animals on the page - with or without help.
    Tell three things about the page such as what the animals are doing, the colors on the page.

Wednesday
Introduction:
Give the child The Tiger Book
Read the Tiger Book
Have the child follow the book as each page is read.
Have the child choose the picture he likes best. Have him tell three things about the picture.
Turn to the next page, showing the mother and four cubs. Ask three questions.
    What is the mother Tiger doing?
    What are baby Tigers called?
    Count the Cubs.
    What color are the Cubs?
    Are they the same color as their mother?

Thursday
Introduction:
Have the child choose a shape book from a selection of three
Have each child choose one or two pages
    Have him identify the animal or animals on the page.
    Have him name as many colors on the page as he can.
    Have him tell about the activity pictured on the page.

Friday
Introduction:
Open the Smiley Lion Book to the page with the noisy parrots on it.
    Have the child tell the color of the parrots.
    Have the child recall where they have seen the parrots before.
    (Zoo)
    What can parrots do?
    (talk, fly short distances)

EVALUATION: After listening to several stories about zoo animals read by the teacher the child will be able to tell three things about specific zoo animals.

REINFORCEMENT:

The child will be able to identify two zoo animals and tell two things about each animal. As the child progresses, introduce four or more animals for the child to name and describe.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECT: When given pictures by the teacher the child will identify the objects by saying "I see a _____."

MATERIALS: Book - Everyday Things, Dairy Kit, Day by Day

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his name, street name.

Monday
Introduction:
Read the story to the child on starting the day from the book "Everyday Things." (2 pages)
Then point to different familiar objects in the picture and say I see a -------. Have the child furnish the name of the object. Point to the toothbrushes, the cup, shoes, towel, soap, train, drum, etc.
Then encourage the child to say I see a --------, as he points to one of the objects.

Tuesday
Introduction:
Materials - 3 models each of cereal, bread, tomato juice, toast
Picture from Dairy Kit - Day by Day, Picture No. 2
Breakfast

Have the child look at the picture. Have the child tell what the little boy is eating. Place the food models that correspond with the foods in the picture on the table.
Have the child choose a breakfast from the models on the table.

Wednesday
Introduction:
Material - Picture No. 5 from Day by Day of Dairy Kit
Have the child look at the picture.
Ask the child the following questions.
What are these children doing?
What do you see on their trays?
Have the child tell what he likes to eat for lunch. Place food modeles of milk, salad, ham, hamburger, peas, potatoes and ice cream.
Have the child select his lunch from the food models.

Thursday
Introduction:
Materials- Pictures - What we do Day by Day - Picture No. 10 Food models of meat, vegetables, fruit, milk
Have the child look at the picture.
Ask the child the following questions.

Tell me about the picture.
What does everyone have in a glass?
What is the little girl drinking?
Have the child choose food models for a lunch for himself.
Have the child role play they are in the cafeteria.
Place food models on the table, have the child role play choosing his lunch in a cafeteria from the models.

Friday
Introduction:
Have the child tell what he had for breakfast.
Place food models of milk, fruit juice, apple, banana, potato, carrot, ham and hamburger.
Have the child identify each food model.
Have the child choose something to drink, a fruit, a vegetable and a meat from the models.

EVALUATION: After looking at a picture or a model each child can supply the label for four foods.

REINFORCEMENT:

If the child cannot select foods for a specific meal, assist him in selecting them, then have him select the foods by himself.
If the activity is too easy for the child add additional food model so that he will have to discriminate between different classification of foods.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When given a three piece puzzle by the teacher the child will be able to complete a three piece puzzle.

MATERIALS: Fruit and animal puzzles

PRESCRIBED ACTIVITIES:
Introduction:
Have the child tell his full name and street address.

Monday
Introduction:
Material: Level I and II puzzles of fruit

Place three Level I fruit puzzles on the table.
Direct the child to choose a puzzle. Have the child identify the fruit and tell all he can about it.
Place the Level II puzzle pieces on the table that correspond with the Level I puzzle the child selected.
Instruct the child to put the pieces together to match the Level I puzzle. Turn the Level I puzzle face down, then have the child assemble Level II from memory.

Tuesday
Introduction:
Material: cat, horse, rabbit, puzzles Level I and II
Use the animal pictures from Level I. Have the child choose one Level I puzzle picture. Have the child identify the animal puzzle he chose and tell two things about the animal.
Place Level II puzzle pieces on the table that correspond with Level I.
Have the child assemble the Level II puzzle that corresponds with the Level I puzzle he chose, remove the Level I puzzle and have him assemble Level II again.

Wednesday
Introduction:
Material: Fruit puzzles
Use Level I and Level III puzzles. Have the child choose a Level I puzzle.
Then place the three parts of Level III puzzle face up on the table.
Have the child assemble the pieces that will match Level I picture puzzle, first with the Level I in sight, then again after Level I has been removed.

Thursday
Introduction:
Use the animal puzzle using the instructions given in Wednesday's lesson for the fruit puzzles. Use rabbit, horse, cat

Friday
Introduction:

Criterion Test
Have the child assemble three Level II and three Level III puzzles without viewing a Level I facsimile.

EVALUATION: The child will be able to complete a three pieces puzzle.

REINFORCEMENT:

If the child cannot complete a three piece puzzle have him complete a two piece puzzle.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When shown pictures by the teacher of foods served hot and cold the child will name two foods that are served hot and two foods served cold.

MATERIALS: Pictures of food served cold and pictures of food served hot

PRESCRIBED ACTIVITIES
Introduction:
Have the child repeat his name and address.

Monday
Introduction:
Place five food pictures on the table. Have the children identify each food. (ice cream, milk, cheese, potatoes and soup). Discuss the refrigerator at home, ask the child if it keeps food hot or cold. Ask him how food is kept hot. Have the child choose two foods that are eaten cold, and two foods that are eaten hot.

Tuesday
Introduction:
Materials - Food models of butter (3), milk- (5), ice cream -(2), potatoes-(2), jello -(2), meat -(1), macaroni
Place one glass of milk, 1 bowl of potatoes, 3 different sizes of butter, 1 bowl of jello, and 1 glass of juice on the table. Have the child identify the food models on the table. Have the child choose a food model. Have the child tell whether the food should be served hot or cold. Place the matching models on the table. Have the child sort the models as to kind, such as all the milk, all the juice e.g Then sort foods that are eaten cold together and those eaten hot together.

Wednesday
Introduction:
Place food models face down on the table. Have the child choose four food models. Have him turn the food models over one at a time, and tell if they are served hot or cold. Sort hot and cold food pictures. Sort like models and models that are the same.

Thursday
Introduction:
Place all the food models on the table face down. Have the child choose three food models. Have him tell which foods are kept cold, which foods are eaten hot. Sort the foods as those kept cold and those served hot.

Friday
Introduction:

Criterion Test

Choose foods that are served cold.
Choose two foods that are alike
Choose two foods served hot.

EVALUATION: The child will be able to choose food models of two foods that are served cold and two foods that are served hot.

REINFORCEMENT:

Have the child identify one food served cold and one food served hot.

Have the child identify three or more foods served cold or hot.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

Training Area: Visual

BEHAVIORAL OBJECTIVE: When shown models and pictures of fruits and vegetables, by the teacher, the child will be able to match models to picture.

MATERIALS: models of 5 fruits and 5 vegetables, pictures to match, food containers and cans, paper and crayons

PRESCRIBED ACTIVITIES:

Introduction
Have child give his full name and street name

Monday
Introduction:
Place five fruit models on the table. Have the child identify the fruit. Have corresponding pictures turned face down on the table. Have the child choose a picture. Have him place a matching model of fruit on top of the picture he selected. Discuss color, size and how to eat the fruit. Place three fruit models in sequence. Have the child hide his eyes, change the sequence, then have the child correct the sequence such as apple, orange, pear.
Make a sequence two more times.
2nd sequence - pear, orange, banana
3rd. sequence - banana, apple, orange

Tuesday
Introduction
Materials - 5 vegetable models and corresponding pictures (carrot, beet, onion, potato, lettuce)
Follow Monday's procedure using vegetables instead of fruit.

Wednesday
Introduction
Materials - 5 food containers
Place food containers on the table.
Have the child identify the food that was in the containers.
Ask the child if he has tasted the food that was in the containers.
Have the child choose a container that had a food in it that he likes.
Have the child say: This one had --------- in it, I like ------.
Ask the child why he likes the food he chose. Place three containers in sequence, have the child identify the containers. Change the sequence then have him put them in the sequence they were in first.
Sequence the containers, have the child make the same sequence. Do this three times.

Thursday
Introduction:
Materials - paper and crayon
Discuss the trip to the grocery store. Ask the child to name three fruits that he saw at the store. Have the child tell something else that he saw at the store. Give the child a sheet of paper and crayons. Have him draw what he saw at the grocery store. Have the child tell something about his picture. (Label and date picture for file)

Friday
Introduction:
Criterion Test

1. Sequence three fruits. Have the child copy sequence from memory.
2. Sequence three vegetables, have child copy sequence from memory.
3. Have child recall three things he saw at the grocery store.

EVALUATION: The child will be able to match models of fruits and vegetables to pictures of fruits and vegetables.

REINFORCEMENT:

The child will be able to match two fruit models or two vegetable models to corresponding pictures.
The child will be able to match six different fruit and vegetable models to corresponding pictures.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Visual

BEHAVIORAL OBJECTIVE: When presented matching pictures the child will be able to match pictures by sight and by memory.

MATERIALS: Picture dominoes, matching cards

PRESCRIBED ACTIVITIES
Introduction:
Have the child tell his full name, address and birthday

Monday
Introduction:
Sit with the child.
Discuss something that he saw from the bus on the way to school.
Place six picture dominoes on the table.
Have the child identify the pictures on the dominoes.
Have him match the ends of the dominoes that are alike together.
Have him identify the colors on the dominoes.

Tuesday
Introduction:
Sit with the child.
Place twelve of the picture dominoes on the table face down.
Have the child draw one at a time, place the dominoes face up on the table, identify the pictures and match the ends as in playing dominoes until all the dominoes have been turned faced up and have been matched end to end as in playing dominoes.

Wednesday
Introduction:
Sit with the child.
Place twelve cards (six sets) of memory matching cards on the table.
Place six cards face up and six matching cards in a stack face down.
Have the child draw a card and place it on top of the matching card that is face up until all have been matched.

Thursday
Introduction:
Sit with the child.
Place six sets (twelve cards) face down on the tabe in front of the child in rows of four pictures across and three down.
Have child draw two pictures.
If the pictures match, he may keep them.
If they do not match he will place them back face down and draw too more cards. He will preoceed in this manner until he has collected six matching sets.

Friday

Introduction:

Criterion Test

Can the child match sets of pictures on dominoes and matching cards?

Can the child match sets of pictures turned face down from memory?

EVALUATION: The child will match pictures by sight and by memory.

REINFORCEMENT:

Give the child fewer sets of pictures to match.

Increase the number of pictures to match by sight and by memory.

SUGGESTED MATERIALS FOR VISUAL LESSONS*

Color Cubes - Playskool Mfg., Chicago, Ill.
Cubical Counting Blocks

Fruit and Animal Puzzle - Teaching Resources
100 Boylston Street
Boston, Mass. 02116

Geometric Shapes - Stick-a-mat - Judy Company, Minneapolis, Minn.

My Home and Family Kit (Negro and White) - Instructo Products Co.
Philadelphia, Pa 19131

Teaching Pictures - David C. Cook Publishing Co., 1966.
Elgin, Ill. 60120

Try Kit by - Noble and Noble Publishers Inc. 1967.
750 Third Avenue,
New York, N.Y. 10017

Books

Reit, Seymour The Magic of Everyday Things Golden Book Educational Services, New York, 1966.

Hall, Adelaide The Thinking Book Golden Book Educational Services, New York, 1966.

Baker, Marybob The Smiley Lion Book, Golden Press, 1964.

Perry, Phyllis Jean. A Trip Through The Zoo, T. S. Denison and Company, Inc. 1968

Pfloog, Jan. The Tiger Book, Golden Press, 1965.

Pfloog, Jan. The Zoo Book, Golden Press, 1967.

* Check with SEIMC for suggested materials

B. Visual Prescriptions for Language Development

Introduction

The visual tasks are classified into specific perceptual areas which include motor coordination, discrimination, memory, association and spatial relationships. The activities are sequenced from simplest to most complex within each catagory. Children with learning disabilities or delayed speech development are often lacking in general coordination. The visual motor coordination exercises are designed to give the teacher a method of developing skills in a slow learning or poorly coordinated child. Perception of color is dependent on visual discrimination and the visual channel is the one most frequently used to determine variances of size and shape. Hence the ability to discriminate visually is an important base for concept development. If the child is going to have successful school experiences in such areas as reading, writing and mathematics, he will need to develop visual memory and then learn to associate new experiences to those which he can recall.

When the Spatial Relationships subtest of the Frostig Test of Visual Perception was administered to the children in the special education program, many scored low in the spatial relationship exercises. A series of lessons was assembled which would give the child practice in the ability to perceive objects in relation to other objects and in relation to himself. In addition to the exercises described, the Beginning Pictures and Patterns workbook from the Developmental Program in Visual Perception by Marianne Frostig was useful in improving certain skills. The workbook includes exercises in visual motor coordination, figure ground perception, form constancy and position in space. These pencil and paper exercises work well when the manipulative experiences are given first.

Terminal Objectives

Visual Motor Coordination:	The child will demonstrate improved ability in performing total visual motor tasks.
Visual Discrimination:	The child will see and interpret variations in size, color and shape and will recognize numerals and letters.
Visual Memory:	The child will recall a sequence of visual images and will name an object upon seeing a part of the object.
Visual Association:	The child will match like objects and will group items as directed and will cite likenesses and differences between two objects.
Spatial Relationships:	The child will visually perceive the relationship of one object to another and to his own position in space.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination - Ball Activities

BEHAVIORAL OBJECTIVE: When seated on the floor the child will roll a ball to another person and will catch a ball that is rolled to him.

MATERIALS: 2 balls approximately 6 - 7 inches in diameter

PRESCRIBED ACTIVITIES - Rolling A Ball

1. Begin ball activities with rolling a ball. Have the children sit in a circle on the floor with their feet spread apart. Assist them with rolling the ball from one to another, if the child does not succeed in getting the ball to the other child, return it to him and let him try again. Help him if he fails.
2. Conversation can be added by having the child say, "I will roll the ball to ___________."

EVALUATION: The child will be able to roll a ball to another person and catch the ball when it is rolled to him.

REINFORCEMENT:

Sit in the center of the children, call a child's name, roll the ball to him and have him roll it back.

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination - Ball Activities

BEHAVIORAL OBJECTIVE: The child will be able to bounce a ball accurately and will catch a bounced ball two out of three times.

MATERIALS: 2 balls 6-7 inches in diameter

PRESCRIBED ACTIVITIES: - Bouncing a Ball

1. Have the child stand four feet away from the teacher. Using chalk mark the halfway point with an X on the floor. With the child holding his arms outstretched, palms facing each other, bounce the ball to him. Repeat until he can catch the ball two out of three times.

2. Have the child bounce the ball to the teacher, have him aim at the X on the floor. Have him practice until he can bounce the ball with a fair degree of accuracy, then have him bounce the ball to another child.

EVALUATION: The child will bounce a ball accurately and will catch a ball that is bounced two out of three times.

REINFORCEMENT:

1. Have the child bounce the ball in one spot on the floor as many times as he can by hitting it with the palm of his hand.

2. After the child becomes fairly adept at bouncing a ball to another person, use two balls and have the child bounce one ball to the teacher (who simultaneously bounces a second ball back to the child). Later two children can engage in this activity.

3. Have several children form a circle, bounce one ball to the child on your left. Have him catch the ball, make a half turn and bounce it to the child on his left. Then bounce a second ball to him which he is to catch and then bounce to the child on his left. Have the children continue passing the balls around the circle in this manner.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination - Ball Activities

BEHAVIORAL OBJECTIVE: The child will throw a ball underhanded and over handed to another person and will catch a ball two out of three times.

MATERIALS: 1 ball 6-7 inches in diameter

PRESCRIBED ACTIVITIES - Throwing A Ball

1. Stand about two feet in front of the child, instruct him to extend his arms with the elbows partially bent and the palms turned upward. Throw the ball gently using an underhand motion. If after three trials, the child cannot keep the ball in his arms, move closer. If necessary, make a throwing motion and place the ball in his arms.
2. As the child's skill increases move backward to increase the distance.
3. Using the same procedure have the child throw the ball to the teacher with an underhanded toss.
4. After he has learned to throw underhanded, teach an overhanded throw in the same manner.

EVALUATION: The child will throw a ball overhanded and underhanded and catch a ball two of three times.

REINFORCEMENT:
When the child has developed a small amount of skill throwing a ball overhanded, let him play ball with other children. If a child misses the ball, return it to the one who threw and have him throw again. Say, "Oh that was a little too hard, throw again." Do this several times if the child has not caught the ball. Place the responsibility with the one who throws the ball.

Use of a Smaller Ball
All of the activities can be repeated with a smaller ball after the child has developed sufficient skill and maturity to handle it successfully.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: From a distance of four feet, the child will throw a ball into a basket one time in three trials.

MATERIALS: 1 ball 6-7 inches diameter, chalk
beanbags, basket or box

PRESCRIBED ACTIVITIES - Throwing a Ball into a Basket

1. Brace the basket or box against a table or wall, it can be weighted with large blocks. Draw a chalkline on the floor four feet from the basket, have the child stand on the line and hold the ball with both hands as he endeavors to throw it into the basket.

2. If the child has difficulty getting the ball into the basket, have him move closer. Let him experience success even if he must stand at the basket and drop the ball into it.

EVALUATION: The child will throw a ball in a basket one out of three trials.

REINFORCEMENT:

1. Have several children form a line and take turns throwing into the basket.

2. Let the child bounce the ball and then throw it into the basket, let him throw from different angles and distances.

3. Have the child throw beanbags into a basket or box.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescrition

TRAINING AREA: Visual Motor Coordination - Ball Activities

BEHAVIORAL OBJECTIVE: The child will combine running and kicking movements as he kicks a ball to a designated spot.

MATERIALS: 1 ball 6-7 inches in diameter

PRESCRIBED ACTIVITIES - Kicking A Ball

Take the children outside.
Have a child kick the ball, run after it and kick it again.
He is to continue this until he reaches a designated boundary.

EVALUATION: The child will be able to kick a ball, run, and kick it again.

REINFORCEMENT:

Have several children form a line, the first child kicks the ball to a designated boundary, turns and kicks it back to the line of children. The next child does the same thing, this continues until all have had a turn.

SPECIAL EDUCATION COMPONENT

Language Development Educational

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: When standing in front of a ball suspended from a string and grasping a dowel at each end, the child will strike the ball with the dowel twenty five times.

MATERIALS: appartus for eye-hand coordination exercises by Pathway School program (Teaching Resources) or a sponge rubber ball the size of a baseball, roll of twine, hook inserted into ceiling, 1 inch in diameter dowell or rolling pin

PRESCRIBED ACTIVITIES: - Swinging Ball Exercises

1. Assembling the apparatus:
   For the Pathway School equipment: fasten the wooden plaque firmly to the wall six feet from the floor, screw the threaded rod into this and fasten the cord and ball to the fastening pin. If this is not available a set-up can be made.
   Without special equipment: Fasten a hook into the ceiling or rafter and wind sufficient string around this to adjust the ball to different levels. The opposite end of the string is drawn through the ball with a large needle and fastened securely with a knot or button.
2. Have the child stand about 19 inches from the ball, facing it, feet together. Adjust the ball to shoulder height of the child. Have the child grasp the dowel or rolling pin at each end and GENTLY tap the ball so that it swings outward in an arc. He is to strike the ball each time it returns to a vertical position.
3. Have the child maintain a steady tapping of the ball and wait until it returns to an almost vertical position before striking it.

EVALUATION: The child will be able to strike a swinging ball twenty five times with a dowel or rolling pin.

REINFORCEMENT:
1. If the child has difficulty, stand behind him, take his hands on the dowel and direct him in hitting the swinging ball.
2. Have the child hit the ball with alternating fists.
3. Have the child strike the ball with his shoulders.
4. Lower the ball to the level of the child's knees, have him strike the ball first with one knee, then the other, then alternate.
5. Lower the ball to the level of the child's feet and follow the same procedure.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: After practice on the chalkboard, the child will develope a movement pattern and rhythm by making bilateral circles, then "lazy eights," and finally bilateral horizontal lines and bilateral vertical lines.

MATERIALS: Chalkboard, large size chalk

PRESCRIBED ACTIVITIES: - The Chalkboard Routine

1. Bilateral Circles

Have the child stand 12 to 14 inches from the chalkboard, lean forward and touch the board with his nose, mark an X on the board where his nose touched it. This is the eye target for the exercise.

Have the child grasp a piece of chalk in each hand holding it as he would the bar of jungle gym. He is to make a circle with each hand simultaneously keeping his movements smooth by counting 1-2-3-, 1-2-3- as he draws the circles. Have the child draw the circles directly in front of his shoulders. The circles should not be so large that the child's natural reach is extended or so small his movements are cramped.

2. Lazy Eights

After the child develops proficiency in making the circles, have him draw a "lazy eight" figure (∞) so that he can gain experience crossing the midline.

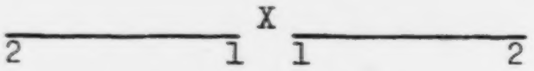
Have him take the same position as before and inform him that his feet must not move from the spot on which they are placed. Place a piece of chalk in his dominant hand and guide his hand as he begins the figure; have him go over the figure repeatedly reminding him to "Go up the hill and down the hill."

The reach from one side of the figure to the other should be entirely with the torso while the feet remain stationary. Make the figure large enough to allow for movement without over extending the child's natural reach.

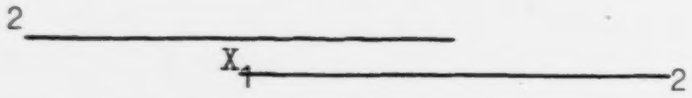
After he has made the pattern, allow him to follow the track with a toy automobile.

3. Bilateral Horizontal Lines

Have the child stand erect 12 to 14 inches from the board, and mark an X where his nose would touch the board. He is to look at the X and touch a piece of chalk on the board on each side of the X. Have him start drawing his lines from the center outward and count 1-2- having his hands together on the count of one and apart on the count of two. Be sure that the child looks at the X throughout the exercise.



After he has developed some coordination making a line on either side of the X, have him raise one hand to the level of his forehead and the other slightly below it and repeat the exercise, this time have the two hands cross the midline.



4. Bilateral Vertical Lines

Instruct the child to stand in front of the chalkboard and make an X where his nose marks the board; he is to use this as an eye target. Have him place a piece of chalk in each hand and; with his eyes on the target make bilateral vertical lines by moving the chalk up and down while counting 1-2.

Tell the child to keep the ends of the lines fairly even and to go over and over a single vertical line.

After the child has succeeded in making a single vertical line on each side of the X, he can make several lines using the following patterns:

1. 11111 X 11111
   54321   12345

2. 11111 X 11111
   12345   54321

3. 11111 X 11111
   42135   42135

4. 11111 X 11111
   53124   53124

EVALUATION: The child will make bilateral circles, figure eights, bilateral horizontal and vertical lines in a rhythmic manner.

REINFORCEMENT:

1. Allow the child free play at the chalkboard, always encourage large movements, do not allow him to draw with the smaller movements associated with pencil and paper.

2. Draw a series of dots on the board and have the child follow the dots. Make them form a simple design.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: The child will hold the chalk and template correctly, draw the complete shape of the template and select his own best effort.

MATERIALS: Chalk, chalkboard, set of chalkboard templates including a circle, square, rectangle, diamond.

PRESCRIBED ACTIVITIES: - Chalkboard Templates

The child should have had practice with the chalkboard exercises before working with the templates.

1. Begin with the circle template. Have the child stand in front of the chalkboard with his feet slightly apart. Have him hold the chalk firmly but not tightly and hold the broad side of the template with the nondominant hand. With the chalk he is to begin drawing the circle going in a clockwise direction and draw a complete circle.

   After the child has drawn several circles on the board, have him stand back, look at all the circles he has drawn and choose the one that is best. He is to put an X on his choice.

2. Follow the same procedure using the other templates in this order, square, rectangle, triangle and diamond.

EVALUATION: The child will be able to hold the chalk and template correctly, make a complete figure, and make a critical evaluation of his own efforts.

REINFORCEMENT:

1. Use a set of desk templates and newsprint, have the child trace these with a pencil.

2. Let the child color the figures.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: Using blunt scissors, the child will cut along a line drawn on a piece of newsprint

MATERIALS: Blunt scissors, newsprint,black crayon, pencil

PRESCRIBED ACTIVITIES - Cutting

1. Draw a line across an 8" x 11" sheet of newsprint, give the child the paper and scissors. Assist him in grasping the scissors with the thumb and third finger of the dominant hand, have him hold the paper close to the table rather than in the air. Have him open and close the scissors in a cutting action and cut along the line.
2. When the child can cut along the line, draw a line that stops two thirds of the way across the paper and have him stop cutting at this point.

EVALUATION: The child will be able to cut on a line drawn on a sheet of paper.

REINFORCEMENT:
1. To increase the difficulty of the exercise have the child:
   a. cut along two lines which form a right angle at the center edge of the paper.
   b. cut along lines as above but which meet in the center of the page rather than at the edge. Teach the child to turn scissors and paper.
   c. cut along a line that has several angles.
   d. cut along a curved line, then a wavy line
   e. cut circles, triangles, squares.
   f. repeat above following a thin line drawn with a pencil.
2. Have the child practice cutting pictures from old magazines.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: Given a dish containing four kinds of nuts or beans, the child will place all of each variety together.

MATERIALS: 4 varities of nuts, 4 small dishes, 1 tray
4 varieties of dried beans, 1 large dish, 4 cups

PRESCRIBED ACTIVITIES - Sorting Nuts - Beans

1. Place the articles on a tray and have the child carry the tray to the table, then have him place the four small dishes in a row. Place one nut of a different variety in each dish. Point to the first dish and say, "Find another nut like this and put it here," continue in this manner. Have the child sort the nuts placing all of one variety together in a dish.

2. Place the articles on a tray as in the above exercise, have the child carry it to the table, and spread out the four cups. The teacher then places one bean of a different variety in each cup. Point to the first cup and ask, "Do you see any more beans like this one, put them in this cup." Do the same for the other three cups. After the child understands the procedure, let him continue alone until all of the beans have been sorted by variety.

EVALUATION: The child will be able to sort like objects together.

REINFORCEMENT:

1. After the child has successfully sorted nuts, repeat the exercise using smaller articles which will require the use of finer muscles.

2. Other articles that can be sorted in the same manner include buttons, colored wooden beads, colored popcorn, and different varieties of macaroni.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: The child will pour rice from one vessel into another without spilling.

MATERIALS: 3 pitchers, 2 of the same capacity, tray, rice

PRESCRIBED ACTIVITIES - Pouring Rice

1. Place two pitchers of equal capacity on a tray and fill one of the pitchers with rice. Have the child carry the tray to the work area.

2. Have the child pour the rice into the empty pitcher in this manner: lift the full pitcher above the empty one using the thumb and the first two fingers of the dominant hand, pour, shake to be sure the pitcher is completely empty, and set the empty pitcher on the tray. He is to look carefully to see if any rice was spilled and use the thumb and index finger of the dominant hand to pick up one grain of spilled rice at a time.

3. Before beginning to pour again, have the child reverse the two pitchers so that the full one is always in the dominant hand.

EVALUATION: The child will pour solids from one vessel to another without spilling

REINFORCEMENT:
1. After the child becomes adept at pouring, have him pour from a larger into a smaller pitcher..

2. Other solids that can be used for pouring are popcorn, macaroni or sugar.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: Given a container of liquid, the child will be able to pour a liquid from one container to another without spilling.

MATERIALS: 2 pitchers, tray, water, sponge

PRESCRIBED ACTIVITIES: Pouring Water

1. Place two pitchers of equal capacity and a sponge on a tray, fill one pitcher with water. Have the child carry the tray to the work area.
2. Instruct the child to pour the water from one pitcher into another, aiming at the middle of the empty pitcher as he holds the full one above it using the thumb and first two fingers of the dominant hand. He is to set the empty pitcher down and check to see if any water has been spilled. Have him use the sponge to wipe up any water that has been spilled.
3. Encourage the child to pour with the dominant hand.

EVALUATION: The child will pour liquids from one container to another.

REINFORCEMENT:
1. The pouring exercise can be varied by having the child:
    - pour from a large pitcher into a smaller one.
    - pour from one glass into another.
    - pour into a funnel.
    - pour from a measuring cup to a designated mark on another measuring cup.
    - pour from a teapot into a cup.
    - pour into several graduated cups.
2. Have the child pour juice for the class at snack time.

SPECIAL EDUCATION COMPONENT

Language Developement Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: Given a set sequence by the teacher, the child will be able to polish his shoes.

MATERIALS: tray, newspaper, juice can opener, paste shoe polish, 2 shine brushes, polish cloth, trash basket, old shirt to protect clothing

PRESCRIBED ACTIVITIES - Polishing Shoes

1. The tray is set up in the following order: can opener, shine brush, paste polish, applicator, shine brush, polish cloth, newspapers on top of the tray.
2. Have the child put on an old shirt.
3. Have the child carry the tray to the table, help him spread the paper and place the tray on top of it, then bring the waste basket to the table.
4. Name each item on the tray and have the child repeat the name.
5. Have the child polish his shoes following the following set routine:
    a. Unfasten the laces or buckles.
    b. Remove shoes.
    c. Pick up the can opener and while holding the shoe over the trash basket, scrape the sole and replace the opener on the tray.
    d. Pick up the first brush and brush the top, sides, and heel of the shoe to remove loose dirt and dust.
    e. Open the polish using the side of the can opener, place a small amount of polish on the applicator, while holding the nondominant hand in the shoe, apply the polish covering first the toe, then the sides, then the heel.
    f. The teacher should take this opportunity to point out that the area covered with the polish is dull.
    g. Set the first shoe aside so the polish can dry. Follow the same routine with the second shoe.

h. Brush the shoes with the shining brush, first the toe, next one side, the second side, and then the heel.

i. Point out that the shoe looks shiny when the polish is brushed.

j. Put the shoes on the feet.

k. Grasp the polishing cloth firmly with an end in each hand and draw it briskly back and forth across the toe and then the heel of each shoe.

l. Place the materials on the tray in the order described, return the tray to the shelf, and throw the newspaper in the trash basket.

EVALUATION: The child will polish his shoes in a set sequence.

REINFORCEMENT:
The child should learn to go through the entire routine with a minimum of supervision and should then be encouraged to keep his shoes looking neat.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: Given a set sequence by the teacher the child will polish silver.

MATERIALS: silver piece, silver polish, small container, q-tips, rag, newspaper, tray

PRESCRIBED ACTIVITIES: - Polishing Silver

1. Place the following items on the tray: a small amount of silver polish in a small container, q-tips, a piece of silver to be polished, rag cut in small rectangles, newspaper.

2. Have the child carry the tray to the work area, assist him in spreading the newspaper and setting the tray on it.

3. Dip the q-tip in the silver polish, mark off a small section of the silver piece with polish, give the child the q-tip, tell him to put some polish on it and cover the section you have marked. Mark off another small section of the piece with a line of polish and have him cover that. Continue in this manner until the entire piece is covered with polish.

4. Instruct the child to pick up the dry cloth and rub the dried polish. Point out that the silver shines in the spot where he has rubbed the dry polish off. After he has shined the entire piece with the cloth, have him return the articles to the tray and the tray to the shelf.

EVALUATION: The child will be able to polish silver in sequence.

REINFORCEMENT:
After practice the child will be able to go through the entire routine without help.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: After practicing on a zipper frame, the child will be able to open and close the zipper.

MATERIALS: commercial frame containing a large zipper, or a frame that is made by sewing a jacket zipper into a piece of sturdy material and nailing this to an 8" x 10" picture frame.

PRESCRIBED ACTIVITIES: - Zipping (the zipper frame)

1. Seat the child at a table and sit beside him. Place the zipper frame in front of the child. Demonstrate and let him practice opening the zipper.

2. Demonstrate and have the child close the zipper in this manner: grasp the material between the thumb and first finger of each hand on either side of the zipper, slide the free end of the zipper into the carrier, with the dominant hand, grasp the holder of the zipper between the thumb and first two fingers and slide.

3. Have the child practice several times.

EVALUATION: The child will open and close the zipper in the frame.

REINFORCEMENT:
1. Encourage the child to close the zipper on his coat

2. After the child is successful in manipulating the zipper, introduce conversation, "This is a zipper, What is this?" Have the child answer, "This is a zipper."

SPECIAL EDUCATION COMPONENT

Language Developement Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: After practicing on a button frame, the child will be able to button and unbutton buttons.

MATERIALS: commercial buttoning frame or one that is made by making large buttonholes and sewing buttons on sturdy material and nailing this to an 8" x 10" picture frame

PRESCRIBED ACTIVITIES: - Button Frame

1. Seat the child at a table with the button frame in front of him. Demonstrate unbuttoning by grasping the button with the thumb and first finger of the right hand while grasping the material on the left side of the button hole between the thumb and first finger of the left hand, pull gently in opposite directions and guide the button through the hole. Let the child practice, show him where to place his hands when necessary.

2. Demonstrate and have the child button in this manner: beginning with the top button, grasp the material beside the buttonhole loosely with the right hand, grasp the button with the thumb and first two fingers of the left hand and push it halfway through the hole; then, grasp it with the right hand and pull it the remainder of the way.

EVALUATION: The child will button and unbutton the buttons on a button frame.

REINFORCEMENT:

1. Let the child practice with a shirt or blouse placed on the table.

2. Put an old shirt on the child and let him practice buttoning and unbuttoning.

3. Have the child button and unbutton his coat.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: After practicing on a tying frame, a five year old child will be able to untie and tie a bow.

MATERIALS: Commercial frame containing ribbons to be tied into bows or a frame that is made by opening a piece of material at the center, sewing ½ inch ribbon or tape strips eight inches long at two inch intervals and fastening this to an 8" X 10" picture frame.

PRESCRIBED ACTIVITIES: - Tying A Bow (the tying frame)

1. Give the child the frame with all of the bows neatly tied. Seat the child with the frame directly in front of him. Demonstrate untying by grasping the end of the top bow and pulling, then by running the second and third fingers through the ribbons to separate them. Pick up one ribbon in each hand lay it straight out from the point of attachment to the cloth. Have the child open the remaining bows.
2. Demonstrate tying and let the child practice explaining each step. Begin to tie a bow in this manner: pick up one end of the ribbon in each hand, cross the ends grasping them in the opposite hands, the left ribbon should lie on top, loop the end of this under the right ribbon and grasp it with the right hand, pull in opposite directions to draw the ribbons tight. Form the bow like this: grasp the end of one ribbon in the right hand, loop the center of this ribbon around the left thumb and grasp the ribbon again close to the point where it is looped around the other ribbon thus forming a bow, then grasp the second ribbon in the left hand and wrap it around the bow, push the center section of this ribbon under the bow which is held in the right hand; at this point, grasp the first bow that was formed in the left hand and the loop that was pushed under it with the right hand and pull taut.
3. Have the child tie all of the bows on the frame in this manner, offer assistance as needed.

EVALUATION: The child will untie and tie a bow.

REINFORCEMENT:

1. The child may find the practice easier if the ribbons on the left side of the frame are the same color and those on the right are a contrasting color.
2. After the child has learned to tie the bows, encourage him to tie his shoe laces.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: After practicing on the lacing frame the child will be able to lace and unlace the string through the holes in the frame.

MATERIALS: Commercial lacing frame or one that is made by opening a piece of material at the center, putting eyelets at two inch intervals, attaching the material to an 8" X 10" frame and lacing a 48" shoelacing through it.

PRESCRIBED ACTIVITIES: - Lacing and Tying (the lacing frame)

1. Place the lacing frame in front of the child. Demonstrate unlacing the laces by placing the index finger under the point where the laces cross and pulling until the ends are drawn through the eyelets on each side. Let the child unlace the remaining portion of the frame.
2. Demonstrate and let the child practice lacing: Close the flaps of the frame, with the right hand put the end of the lace into the first eyelet on the right side by pushing it into the hole from the top of the material, catch the lace on the under side with the left hand, transfer the end of the lace to the right hand and push it through the first eyelet on the left from underneath the material, draw it through with the left hand. Hold one end of the lace in each hand and put the hands together so that the laces are even. Lay each portion of the lace straight.
3. Continue lacing in this manner: Pick up the end of the lace on the right side, with the left hand raise the left side of the material, insert the end of the lace into the second eyelet from the bottom. Grasping the lace with the left hand, pull it through the eyelet and draw it taut. Lay this portion of the lace straight and pick up the end of the other lace with the left hand. Raise the right side of the material with the right hand and insert the end of the lace into the second eyelet from the bottom on the right side, grasp it with the right hand and draw the lace taut. Without releasing the lace, insert it into the third eyelet on the left side.
4. Have the child complete the lacing in the manner described.
5. If the child has learned to tie, have him tie a bow after the lacing is completed.

EVALUATION: The child will unlace and lace the string through the holes of the frame.

REINFORCEMENT:

Have the child lace and tie his shoes.

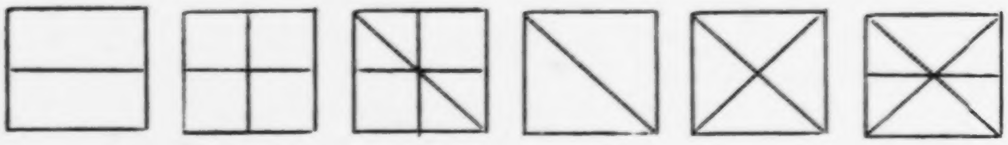
Special Education Component

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: Given a demonstration by the teacher the child will be able to fold the material neatly on the lines indicated.

MATERIALS: basket, six inch squares of material with fold lines stitched in a contrasting color



PRESCRIBED ACTIVITIES - Folding Fabrics

1. Place the materials in a basket with the easiest fold at the bottom, give the child the basket and instruct him to remove each square and unfold it and to place the unfolded squares in a pile.

2. Begin with the easiest fold, show the child the stitching and demonstrate folding the material from bottom to top along the line with the corners meeting. Have the child run his thumb along the stitched line.

3. Unfold the square and give it to the child saying, "Now you do it." Give assistance only if the child has difficulty. Have him place the folded square in the basket.

4. Have the child take the next piece from the pile and fold it along the first stitched line. Have him run his finger along the line and then fold along the second line, feeling it once again.

5. Follow the same procedure for the remaining pieces of material giving the child assistance only when he has difficulty.

EVALUATION: The child will be able to fold material on the lines indicated.

REINFORCEMENT:
1. Have the child fold paper which has been similarly marked.

2. Give the child wash clothes and have him fold these into squares.

3. Give the child unmarked paper and have him fold this.

4. To fold paper more intricately, give the child a piece of paper and take an identical one. Make a fold and have the child fold his paper the same way. Continue folding and have the child copy each fold.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Motor Coordination

BEHAVIORAL OBJECTIVE: After being shown the proper procedure for caring for a book, the child will be able to follow the instructions.

MATERIALS: child's book

PRESCRIBED ACTIVITIES: - Caring For A Book

1. Show the book to the child, note how pretty and clean it looks and that it will always look like this if it is taken care of. Ask the child to be sure his hands are clean. Ask why he thinks he should have clean hands when using a book. Open the book, say "See how carefully I am turning the page? This way it will not tear or bend. Now you hold the book and we will look at it together."

2. Allow the child to hold the book Direct him to raise the top corner of the right hand page with his index finger and support the page with his hand as he moves it to his left. Have the child turn the pages reminding him that he "forgot" when he does not handle the pages correctly.

EVALUATION: The child will be able to care for a book

REINFORCEMENT:
Observe the child as he uses books in his daily routine, repeat the lesson if he becomes careless in handling books.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: The child will arrange the blocks when given rectangular prism blocks, side by side graduating them from the thickest to the thinnest, and will also place them on end to form a tower.

MATERIALS: 10 wooden blocks in the shape of rectangular prisms which are graduated in thickness

PRESCRIBED ACTIVITIES: - The Broad Stairs

1. Have the child carry the blocks from the shelf to the floor one at a time using two hands to carry the larger ones.

2. If the child does not know the terms thick and thin, select the thickest and the thinnest block, show the child the thick block and say, This is thick, say it with me, then This is thin, say that with me. Place the two blocks together and ask. Where is thick?, then Where is thin?. Accept pointing as a response. Finally point to the thick block and ask, What is this?. Repeat with the thin block.

3. Point to the blocks and tell the child to find the thickest one and set it aside, then have him find the thickest one left and place it beside the first one. Continue in this manner until only the thinnest block has not been placed in the line. Then tell the child to find the thinnest block of all and put it with the others. The blocks will resemble stairs when they are aligned in this manner. When the thinnest block is placed on top of any other, the thickness of the two will be equal to that of the preceeding block in the line. Show the child this.

4. Have the child build a tower by placing the blocks on end, graduating them from largest to smallest. He will reach a point where he is not tall enough to continue building the tower. By asking questions lead him to the decision that he can solve the problem by climbing onto a chair. After this he is to step carefully on the chair, place a block, climb off, select the next one and climb on the chair to place it.

EVALUATION: The child will arrange the wooden blocks side by side graduating them from thickest to thinnest, and will also place them on end to form a tower.

REINFORCEMENT:

1. Have the child combine the broad stair blocks and the pink cube blocks. He can lay the blocks side by side with the pink cube at the end of each brown block of corresponding thickness.

2. Have the child build a tower combining the brown blocks and the pink blocks.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When given a set of ten graduated blocks the child will arrange the blocks in a tower, graduating the blocks from the largest to the smallest.

MATERIALS: Set of 10 pink cube blocks graduated in size

PRESCRIBED ACTIVITIES: - The Pink Tower

1. Have the child carry the blocks from the shelf to the floor. He is to pick up one block at a time using two hands for the large blocks.

2. If the child does not know the terms big and little, show him the biggest block and say, This is big, show him the smallest block and say, This is little. Place these two blocks in front of the child and ask, Where is big?. Switch the blocks around and ask, Where is little?. Allow the child to respond by pointing. Pick up the biggest block then the smallest asking, What is this? each time.

3. Place all the blocks together on the floor and tell the child to find the biggest block. Place it in front of the child. Tell him to find the biggest one left and when he has found it have him place it on top of the first one. Continue having him select the biggest block left and placing it on the tower; finally have him select the littlest block of all and place it on the top. As he builds, he is to center each block on the one preceeding it.

EVALUATION: The child will build a tower graduating the blocks from the largest to the smallest.

REINFORCEMENT:

1. Have the child arrange the blocks side by side from the largest to the smallest.

2. Have the child build the tower placing each block in the corner of the one below it.

3. Have the child make the tower using other cube blocks or square boxes of graduated sizes.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When shown 10 wooden rods of varying length, the child will arrange these in a line from longest to shortest and will identify the descriptive terms long and short.

MATERIALS:
Ten wooden rods of different lengths
Strips of inlay cut in graduated lengths
chalk and chalkboard

PRESCRIBED ACTIVITIES: - Red Rods, variations in length

1. Have the child place the rods on the floor; he should carry one rod at a time by placing the palms of his hands against the ends of the rods.
2. If the child does not know the terms long and short, teach them in this manner: Show him the longest and shortest rod, hold up the long rod and say, This is long, say that with me., do the same with the short rod. Mix the two rods and ask, Which is long?, accept a pointing response. Mix the rods again and ask, Which is short?. Repeat this several times. Show the child the long rod and then the short one asking, What is this? each time. Accept a one word response, later help him to formulate a sentence.
3. Tell the child to find the longest rod. Show him how to place the rod so that it is lying with one end pushed tightly against the wall. Have him find the longest one left and place it beside the first one. Continue until all but the last rod are in place, then tell him to find the shortest rod of all and put it beside the others.
4. Call the child's attention to the arrangement of the rods. Give him the smallest rod and have him attach it to the end of each rod in the series; note that the two combined are now equal in length to the next longer rod in the series.

EVALUATION: The child will arrange the ten wooden rods from longest to shortest and identify the terms long and short.

REINFORCEMENT:

1. Obtain some scraps of tile inlay, cut these into strips of varying length and have the child place these in order of length.

2. Instruct one child to draw a line on the board. Have a second child draw a line above or below the first line. Pointing to the lines, ask the children, What can you tell me about these? If the child does not say that one line is longer, tell the child to show you which is longer. Repeat this several times, letting different children take turns drawing the lines and another child selecting the longer line.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When the child is presented with cylinder blocks of opposite proportion, the child will replace the cylinders in the correct apertures of the blocks and will identify the descriptive terms big, little, tall, short, thick and thin.

MATERIALS: Set of four cylinder blocks each with knobbed cylinder insets, each block presenting a different concept:
Block # 1 -- cylinders range from big to little, vary in height and width
Block # 2 -- cylinders range from thick to thin with height constant
Block # 3 -- cylinders range from tall to short with width constant
Block # 4 -- cylinders range from tall and thin to short and wide

PRESCRIBED ACTIVITIES: - The Cylinder Blocks

1. The First Cylinder Block -- big to little.
   Have the child carry the cylinder block from the shelf to the table. With the thumb and first two fingers of the nondominant hand, he is to grasp the first or largest cylinder by the knob and draw it out of the block. Have him take the first two fingers of the dominant hand and run them lightly around the outside of the cylinder, then around the edges of the aperture from which the cylinder was removed. Place the cylinder on the table, remove the remaining cylinders in the same manner. After the cylinders have all been removed, have the child replace each one in the correct aperture in the block.

2. The Second Cylinder Block -- thick to thin
   Have the child remove and replace the cylinders as with the first block.

3. The Third Cylinder Block -- tall to short
   Have the child remove and replace the cylinders as with the first block.

4. The Fourth Cylinder Block -- tall to short, narrow to wide.
   Have the child remove and replace the cylinders as with the first block.

5. The descriptive words for each cylinder block can be taught in the following manner:
   (a). Select the biggest and littlest cylinder from the first block. Show the child the big cylinder and say, This is big, say that with me, show him the little cylinder and repeat.

5. (b). Place the two cylinders in front of the child and ask, Where is little? Where is big? Accept pointing as a response. Alter the position of the two cylinders and repeat the question several times until it is obvious that the child understands the terms. If he does not select the correct cylinder consistently, return to the preceeding step.

(c). Present one of the cylinders to the child and then the other asking, What is this? Accept a one word response. If he gives the correct response, suggest, Good, let's make a sentence and say that, this is big. Repeat with the little cylinder. If the child is unable to give the correct response, return to the preceeding step.

(d). Teach the descriptive words for the other cylinder blocks in the same manner

EVALUATION: The child will replace each cylinder in the correct aperture of the block and will identify the cylinders fitting the descriptive terms big, little, tall, short, thick, thin.

REINFORCEMENT:

1. Place two cylinder blocks at right angles to one another and have the child remove and replace the cylinders. To increase the difficulty, be sure that the cylinders are mixed on the table.

2. Place the four cylinder blocks in the form of a square, have the child remove and then replace the cylinders in all four blocks.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When shown a box of wooden cylinders, the child will arrange the cylinders in a graduated order and identify the descriptive terms large and small, thick and thin, tall and short; and will identify the two concepts when the cylinders are tall and thin or short and wide.

MATERIALS: Four wooden boxes, each containing ten wooden knobless cylinders varying in size, which match the color of the lid of the boxes.

PRESCRIBED ACTIVITIES: - Knobless Cylinders

Present the cylinders to the child in the following manner:

The yellow cylinders -- large and small
The red cylinders --- thick and thin
The blue cylinders -- tall and short
The green cylinders - tall, thin, short, wide

1. Have the child carry the yellow box from the shelf and sit on the floor. Have him remove the cylinders from the box one at a time and stand each one on end.

2. Select the largest and smallest cylinder, teach the descriptive words large and small in this manner: Show the large cylinder, say "This is large, say it with me," present the smallest cylinder in the same manner. Present the two cylinders to the child, ask him, "Which is small?", let him point, then ask, "Which is large?"; repeat this until the child can consistently select the cylinder named. If he cannot do this, return to the first step. When he can, hold out the large cylinder and then the small asking "What is this?" each time.

3. Have the child find the largest cylinder and place it aside. Then have him find the largest one left and stack it on top of the first one. Continue until all of the cylinders have been stacked. Next have him place the cylinders in a line graduating from big to little. When he is finished, he is to replace the cylinders in the box and return it to the shelf.

4. Present the red box of cylinders next and then the blue and finally the green using the same procedure as for the yellow cylinder box, substitute the correct descriptive terms.

EVALUATION: The child will arrange the cylinders in a graduated manner and use the descriptive terms correctly.

REINFORCEMENT:

1. Have the child arrange the cylinders from two boxes and later from four boxes.
2. Allow the child to manipulate the cylinders alone.
3. Compare the cylinders from the four boxes to see in what ways they are alike or different. The green, red and yellow cylinders are the same in diameter, none are the same height. The cylinders can be stacked in this order, red, yellow, green.
4. Make cylinders by cutting the cardboard insets from rolls of paper towels or wax paper into varied lengths, covering these with contact paper.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: Given two rectangular tablets of each primary color, the child will match the two that are alike and name the colors.

MATERIALS: Six rectangular tablets in a box, two each of red, blue, and yellow, large box containing primary, secondary colors and brown, black and white

PRESCRIBED ACTIVITIES: - Primary Colors, Recognizing and Naming

1. Give the child the box containing the color tablets and allow him to manipulate them. Then pick up one tablet of each color leaving the others on the table. Give the child a red tablet and ask, "Can you find one like this?", have him lay the two tablets of the same color side by side. Give him a blue and then a yellow tablet asking the same questions.

2. If the child has not been taught colors or is having difficulty learning colors, begin with a red and a blue block, say, "This is red, this is blue, say that with me." Repeat the names. Ask, "Where is red?", let the child point, mix the tablets in your hand and ask "Where is blue?". Continue this until the child responds correctly, consistently. Then hold up one tablet and ask, "What color do we call this?".

3. Place the box that contained the color tablets in front of the child and tell him to put a red tablet in the box, then a blue, then a yellow one. Pick up the remaining red tablet and ask the child, "What color is this?" Encourage him to reply in complete sentences, "This is red." Do the same with the blue and yellow tablet.

4. When the child is thoroughly familiar with the primary colors, the secondary colors can be presented in the same manner, then present brown, black, and white.

EVALUATION: The child will place the tablets of like color together and will name the colors.

REINFORCEMENT:

If the child does not respond correctly at any time, go back to the step before the one on which he made an error, do not progress beyond this point until he is ready.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: The child will place all blocks of the same color together and name the colors.

MATERIALS: wooden color cube blocks in red, blue, and yellow
wooden color cube blocks in purple, orange and green
for later use.

PRESCRIBED ACTIVITIES: - Colors, Sorting and Naming

1. Present primary colors only, have the child sort the blocks and put all of one color together.

2. Hold up one block and have the child name the color. Continue until he has had practice naming all the colors. Let him ask you for a block by saying,"Give me a blue block", repeat this several times, occasionally give the child the wrong color and encourage him to challange your "mistake."

3. Use the same procedure for drill with secondary colors.

EVALUATION: The child will sort the blocks by color and name the color.

REINFORCEMENT:

1. After the child has learned both the primary and secondary colors, combine these and let him sort and name colors.

2. Generalize the concept to other objects by having the child find things in the room that are the same color as a block which is presented.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When presented with red, blue, and yellow plastic airplanes, the child will request the airplanes by naming the color.

MATERIALS: Plastic airplanes in primary colors, toy truck,
wooden color cubes

PRESCRIBED ACTIVITIES: - Practice Naming Colors

1. Have the child sort colored plastic airplanes according to color. Drill on the names of the colors.
2. Let the child line up the airplanes on a "runway", before he puts a plane in the line, he must name the color of the plane. Ask the child. "Which airplane do you want?", he must answer naming the color in a sentence.
3. Counting could be used incidentally with this as the teacher and the child count the airplanes in the line. Do not attempt to teach the numbers.

EVALUATION: The child will request the airplane which the teacher is holding by naming the color.

REINFORCEMENT:

1. Have the child pretend that he is a truck driver who will load the blocks onto his truck. the teacher is the storekeeper who will give him the block only if he names the color correctly.
2. After the secondary colors have been presented, purple, green and orange blocks may be added.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: The child will "catch" fish with a magnet, name the color and place those of the same color together.

MATERIALS: Fish made from colored construction paper, pole, string, magnet, paper clips.

PRESCRIBED ACTIVITIES: - Colors- The Fishing Game

1. Assemble the game in this manner, cut fish from construction paper which is a true shade of red, yellow, and blue and put a staple in the nose of each. Tie a string to a stick and attach a small magnet to the opposite end of the string. If the ends of the stick are sharp, cover these with masking tape. Place the fish in a plastic wastebaskt, cardboard box or on the floor.

2. Let the children take turns "fishing" as the child catches a fish he is to say, "The fish is (color) ." Let him catch several fish and place them on a paper clip that has been straightened at one end. Have him review by naming the colors of all the fish he has caught.

EVALUATION: The child will sort the paper fish he catches and name the colors.

REINFORCEMENT:

1. When the child has been taught the secondary colors, add green, purple, and orange fish, later add brown, black and white.

2. The child will receive additional exposure to numbers if the fish are counted by the teacher and children.

SPECIAL EDUCATION COMPONENT

Language Developement Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: The child will place all of the objects that are alike together.

MATERIALS: Magnetic board, magnetic shapes of rabbits, apples and stars
If these are not available, shapes cut from heavy cardboard, painted and backed with flannel board tape, flannel board, paper bag,blindfold

PRESCRIBED ACTIVITIES: - Sorting By Shape

1. Place the magnetic board on the table and the three shapes, apples, stars, and rabbits in front of the board. place an apple on the board, tell the child to find one like it and place it beside the first apple. Ask, "Are there any more like this? Find them and put them on the board."

2. After he has put all of the apples on the board, have him place all the stars and all the rabbits in a line on the magnetic board from left to right.

EVALUATION: The child will put all of the apples in one line, all of the stars in another, and all of the rabbits in another.

REINFORCEMENT:
Blindfold the child. Put all of the shapes in a paper bag, place a star in the palm of the child's hand and help him to feel the shape with the fingers of the opposite hand. Have him reach into the bag and find another star and put it on the board, repeat this until all of the stars are on the board. Have him find all of the apples in the same manner and place them on the board.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When presented circles, squares, rectangles, and triangles, the child will insert these in the correct place on a form board, match them tactually and name them.

MATERIALS: Try Kit Level I containing a form board, set of 4 geometric shapes in 3 sizes, book; basket, towel, Stick-o-mat circles, squares and triangles.

PRESCRIBED ACTIVITIES: - Learning Geometric Shapes

1. Place the Try Kit materials on the table and have the child remove the shapes from the form board one at a time. As he removes the shapes, have him feel the edges with the first two fingers of the dominant hand and lay them on the table.

2. Have the child place the shapes in the corresponding inset of the form board; he is to pick up a piece from the table and place it on the form board; if it does not fit into the first place he tries, have him lay it down and pick up another piece to place on the form board. Do not allow trial and error. Have the child continue until all the pieces are placed.

3. Have the child match the pieces to the outlines in the book.

4. Teach the names of the shapes: place a circle and a square on the table, direct the child to hold the circle and run his fingers around the edges. Say, "This is a circle, say that with me." Repeat this with the square. Put the two shapes on the table, ask, "Where is the circle?" then "Where is the square?" Switch the two around and ask again. When the child can identify these by pointing, hold up the circle and ask, "What is this?". Repeat holding up the square. When the child has learned circle and square, teach rectangle and triangle in the same manner.

EVALUATION: The child will place the circles, squares, rectangles, and triangles in the correct inset, match them tactually, and name them.

REINFORCEMENT:

1. Place one of each of the geometric shapes of each size in the basket which has been covered with a towel. Have the child choose one of the objects from those left on the table, reach under the towel and select the matching one from the basket. If he chooses the wrong one have him return it to the basket, choose another from the table and try to find the matching shape.

2. Place Stick-o-mat circles, squares, and triangles on the table and have the child sort these by shape and color. Review the names.

3. Hide several of the shapes around the room and ask, "Who can find the blue square?". Let the child search for this. If a group of children are present, the child who finds the blue circle may then hide a shape and tell the others to find it.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: The child will be able to sort by color and by shape and to name colors and shapes.

MATERIALS: pocket chart, 3" X 5" index cards, construction paper of red, blue, green, yellow, purple, and orange

PRESCRIBED ACTIVITIES: - Colors and Shapes

1. Cut circles, squares, and triangles from construction paper including some of each shape in all of the primary and secondary colors. Paste these on index cards.
2. Beginning with red, blue and yellow, give the child 4 cards of each color, have him put all the cards of one color in the top row of the pocket chart. Place the other cards with like colors together in the lower rows of the pocket chart.
3. Place a triangle in the corner of the top row of the pocket chart and tell the child to put the shapes like it in the row; place a circle in the corner of the next row and a square in the corner of the next and tell the child to put the like shapes in the same row.
4. Place a red triangle in the corner of the top row and tell the child to put all of the red triangles in that row, place a blue circle in the next row and have him do the same, put a yellow square in the third row and repeat.
5. Point to various cards and have the child name the color and shape such as red circle, blue square, yellow square and others.
6. After the child has learned the secondary colors, repeat this exercise using purple, green and orange shapes pasted on index cards.

EVALUATION: The child will place all of one shape and color together and be able to name colors and shapes.

REINFORCEMENT:

1. Place several cards on the table, have the child give you the red circle, blue square and others.

2. Put three cards which contain different colored circles in the pocket chart, have the child hide his eyes, remove one circle, have the child open his eyes and tell what color is missing. Repeat this with three different shapes but with the same color.

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: The child will use the geometric shapes to copy drawings on the chalkboard.

MATERIALS: Geometric shapes of magnetic material from the Peabody Kit, Level I, chalkboard or geometric shapes made of flannel, a flannel board

PRESCRIBED ACTIVITIES: - Geometric Shapes - Design Making

1. Place the assorted circles, squares and triangles from the Peabody Kit on a table near the chalkboard. Seat the child beside you in front of the chalkboard.
2. Draw a house on the board utilizing a square and a triangle. Have the child identify it. Have him copy the house by selecting geometric shapes from the table and placing them on the board.
3. Make several drawings and have the child copy these using the circles, squares and triangles. Some drawings may be a cat, a train, or a worm. Discuss the shapes used, encouraging the child to name them.

EVALUATION: The child will combine geometric shapes to copy drawings.

REINFORCEMENT:

Let the child make figures of his own design using the shapes.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When shown two sets of five geometric solids, the child will match the shapes from each set visually and tactually and will name cube, sphere, ovoid, pyramid and cone.

MATERIALS: Geometric solids, two of each, cube, sphere, ovoid, pyramid, cone; tray, basket, towel, cardboard base, matching base of the solids

PRESCRIBED ACTIVITIES: - Geometric Solids

1. Place one set of solids in the basket and the other set on the tray, lay the towel beside the basket. Have the child carry the tray to the table.
2. Have the child handle all of the solids on the tray, encourage him to describe them giving him cues if he does not verbalize. Some leading questions might be: "Can you think of a toy that looks like this?" (a sphere), "What does this make you think of?" (ovoid or cone), "What is at the top of this?" (pyramid), "What is the bottom like?"
3. Have the child pick up one of the solids on the tray, examine it and select the matching one from the basket.
4. Next, place a towel over the solids in the basket, have the child pick up a solid from the tray and hold it in one hand while he reaches under the towel and finds the matching one.
5. If desired, teach the names of the solids; select two solids and present these first, place them in front of the child and name them saying, "This is a sphere, say it with me; this is a cube, say that with me." Next place the two solids in front of the child and ask; "Where is the sphere? Where is the cube?" Repeat this several times until the child consistently responds correctly. If he can not do this, return to the first step. If he appears to recognize the terms, hold up first one, then the other and ask, "What is this?" Teach the names of the remaining solids the same way.

EVALUATION: The child will match the solids visually and tactually and name cube, sphere, cone, pyramid and ovoid

REINFORCEMENT:

1. Have the child match the solids to the planes by placing them on top of the cardboard planes.
2. Add additional geometric solids and follow the above procedure.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When given a geometric inset with matching frame, the child will trace around the frame, then trace the inset which has been placed over the drawn figure and color the drawing using short strokes.

MATERIALS: Set of 9 plane geometric insets and matching frames including triangle, circle, square, rectangle, ellipse, diamond, pentagon, and trapezoid, newsprint cut in 6 inches squares, colored pencils

PRESCRIBED ACTIVITIES: - Geometric Insets

1. Place the insets in the frames on the table, have the child grasp the knob of an inset with the nondominant hand, remove the inset and trace around it with the second and third finger of the dominant hand and then lay it aside. Have him repeat this with all of the insets.

2. Give the child one inset at a time until he replaces all of the insets in the frames. Do not allow trial and error, if he attempts to place the inset in the wrong frame, he is to put it aside and choose another inset for placement.

3. After the insets have been matched, tell the child to select an inset and frame which he will draw. He is to begin drawing with the frame; help him set it on the paper so that the edges of the frame and paper are even. While holding the metal frame firmly with the nondominant hand, he is to trace around the hole in the center with a colored pencil. The child then places the geometric inset carefully over the shape drawn on the paper and traces around it with a pencil of a different color. Point out that the lines are very close to one another.

4. Let the child color the shape with the colored pencils. Have him grasp the pencil as he would a writing pencil and make short strokes working in a left to right direction as in writing.

EVALUATION: The child will trace both frame and inset and color the figure using colored pencils.

REINFORCEMENT:

1. Have the child trace stencils of figures, letters and numerals and color these with colored pencils.

2. Tell him the names for ellipse, pentagon and trapezoid and have him say these after you. Use the terms as he works with the figures.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When given ten wooden rods marked into equal sections, the child will count the number of sections in each rod and arrange the rods in order from shortest to longest.

MATERIALS: Number Rods; wooden squares marked with numeral one through ten

PRESCRIBED ACTIVITIES: - The Number Rods

1. Each of the rods is divided into equal sections which are alternately painted red and blue. The shortest rod contains one section and the longest rod has ten.
2. Present the rods to the child. Have him find the longest rod, pick it up with a hand at each end, and place it in a corner on the floor, then place the longest one left beside it with the left ends even, continue until all the rods are in place.
3. Give the child the shortest rod and show him that when he lays it at the end of a rod above, the length is the same as the next rod in the line.
4. Have the child count the sections in each rod, watch closely to be certain that he does not recite numbers by memory; if he does, help him by taking his finger and placing it on each section and counting together.
5. When the child has learned to recognize numerals, spread the rods on the floor, give the child the numerals, have him count the sections in each rod and lay the corresponding numeral on the rod.

EVALATION: The child will count the number of sections in each rod and arrange them from shortest to longest.

REINFORCEMENT:
1. Without making any reference to addition or mathematical facts, lay the ten rod aside, place the six rod beside it and while pointing to the six rod, tell the child to find a rod that will make this as long as that one (the ten rod). By trial and error, let him find the four rod and combine it with the six rod so that the two now equal the length of the ten rod. Next, have him count the sections in the rods and place the correct numerals beside each rod. Remove the six and four rods, place the seven rod beside the ten rod and follow the same procedure.
2. Have the child work alone combining the rods, counting the sections and placing the numerals on each rod.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When given a variety of manipulative materials, the child will count accurately any quantity from one to ten.

MATERIALS:
Spindle box, spindles, rubber bands, can or box to hold spindles,
Plastic teddy bear counters, 10 cards containing circles,
one for each quantity from one through ten.
Numeral cards 1-10
Serial Counter game
Wooden or cardboard numerals
Number-ite Set

PRESCRIBED ACTIVITIES: - Number Concepts 1 through 10

1. Counting should be introduced incidentally to a very young child, count blocks, fingers, birthday candles, count together but make no attempt to actually teach the child to count.

2. Teddy Bear Counters - (Milton Bradley)-- Spread the cards containing circles on the table, give the child the box containing the plastic teddy bears and direct him to place a teddy bear on each circle on each card. When he has completed this task, have him count the number of teddy bears on each card giving help if necessary. Be sure he is actually counting objects and not counting by rote. Make a set of numeral cards by cutting the numerals from construction paper and pasting them on heavy cardboard. After the child has learned numerals, have him count the number of teddy bears on each card and place the numeral under the card.

3. The Serial Counter (Creative Playthings) -- The serial counter consists of a board with ten pegs ranging from short to long and with the numerals 1 through 10 painted in front of the pegs, and a box of red and yellow wooden discs. Direct the child to place the discs on each peg and then to count the number on each. After he has learned to recognize numerals have him look first at the numeral and then place the correct number of discs on each peg.

4. The Spindle Box -- The spindle box consists of two boxes which are divided into ten compartments. Each compartment is labeled with a numeral at the back. These include 0 through 9. Point to the compartment labeled with the numeral 1 and ask, How many go here?. Tell the child to select

one spindle, place a rubber band around it and place it in the correct compartment. Point to the compartment labeled with the numeral 2 and ask, How many go here?, guide the child to select two spindles, put a rubber band around them and place them in the # 2 compartment. Continue in the manner having the child name the numeral, select the corresponding number of spindles, fasten them together with a rubber band and place them in the correct compartment. Indicate the compartment marked 0 and ask, how many go here? Develop the idea that 0 means nothing and therefore no spindles are placed there.

5. Number-ite (Judy) -- The numberite set consists of ten boards, each has a numeral at the bottom and holes at the top for a corresponding number of pegs. The left side of each board contains the number of grooves. equivalent to the preceeding number, (the 5 board has 4 grooves). The right side of the board has notches equivalent to the numeral on the board, (the 5 board has 5 notches). A box of red pegs accompanies the board. Have the child fit the boards together, fill the hole with pegs, count the number of pegs in each board and check the numeral.

EVALUATION: The child will count a quantity from one to ten.

REINFORCEMENT:

1. Clothespins of the type which slide over a rope line can be counted. Fasten them together with a rubber band and lay on top of a card containing the corresponding numeral in the manner of the Spindle Box.

2. Make cards by cutting red, blue, or white circles from construction paper and pasting these on cardboard. Make a card for each quantity from one to ten. Have the child place a poker chip on each circle matching the colors. Have him count these and lay the correct numeral under each one after he has been taught to recognize these.

3. Place ten paper cups in a row and put a numeral in front of each. Give the child a bowl containing 55 pennies and have him place the correct number of pennies in each cup.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When presented with any of the numerals representing quantities from one through ten, the child will recognize and name the numeral.

MATERIALS:
Sandpaper numerals
Wooden numerals by Instructo

PRESCRIBED ACTIVITIES: - Recognizing Numerals 1 through 10

1. Cut - the numerals one through ten from fine sandpaper and paste them on heavy cardboard. The numerals should be 2½ inches high, 2½ inches wide, and ½ inch thick; they should be patterned after those used in the first grade of the public schools.

2. Present the 1 and 2 to the child. Say, This is one, say it with me, have the child hold the card in the nondominant hand and trace over the numeral with the second and third finger of the dominant hand as he says it. He is to follow the directions that would be followed in writing the numeral. Repeat the procedure with the 2. Present both numerals in this manner several times. Next, mix the numerals on the table and ask, Which is one? then Which is two?. Continue mixing the numerals asking the child to identify them until he responds correctly consistently. If he cannot do so return to the first step. When the child can recognize the numerals, ask him to name them, present the 1 and ask, What is this? repeat with the two. When the child has learned 1 and 2, proceed to two more numerals following this procedure.

2. Make a set of numerals from construction paper and paste them on heavy cardboard, have the child use these to accompany counting activities.

3. Write a numeral on the chalkboard and have the child trace over it several times with chalk, saying it as he does so.

4. When the child gains some familiarity with numerals introduce the wooden numerals by Instructo. These are made of plywood, there is a dot located at the bottom of each numeral and the wood is pitted on the back while it is smooth on the front. Point out these features to the child. Hold up numeral 1 and have child name it, place it on the table; hold up numeral 2, have the child identify that and tell him to place it beside the 1. Continue until all numerals are placed in sequence, then have the child pass his fingers lightly over each one and identify it. Give him the second set of numerals and have him lay these under the first set. Have the child to sequence the numerals and name them.

EVALUATION: The child will recognize and name numerals 1 through 10.

REINFORCEMENT:

1. Place one set of wooden numerals in a basket, cover these with a towel, place the others at random on the table, let the child draw a numeral from the basket, tell what it is and find the matching one.

2. Blindfold the child and have him name the sandpaper numerals after feeling them.

3. Place part of the numerals on the table in low to high sequence, give the child those remaining and direct him to put them in the proper place in the sequence.

4. Hold up two numerals and ask, Which is more, this (6) or this (7)? . If the child answers incorrectly, show him by having him place six counters in a row, counting them and placing the numeral (6) beside the row; then have him place seven counters in a row above the first row, count these and place the numeral (7) beside this row. Ask the question again. The number rods can also be used to illustrate quantity.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Discrimination

BEHAVIORAL OBJECTIVE: When shown a letter of the alphabet the child will name it and give the sound.

MATERIALS: Sandpaper letters

PRESCRIBED ACTIVITIES: - Letters and Sounds

1. Make the letters by cutting the letter from fine sandpaper and pasting this on plywood or heavy cardboard. Use only lower case manuscript letters copying the form used in the public school first grade. Paint the wood or cover the lower section of the cardboard with masking tape using red for consonants and blue for vowels.

2. Present the letters two at a time beginning by presenting consonants whose sounds are formed at the front of the mouth, such sounds as for the letters k. g, r, and s should be presented last. Introduce short vowels first adding vowels gradually along with the consonants.

3. Begin with the letters p and m but teach all letters in this manner: Show the child two letters. Present the p and have the child hold it with his nondominant hand. If cardboard letters are used, point out that the color is always at the bottom. Have him run two fingers of the dominant hand over the letter in the same directions as in writing. Say, "It's name is p and it says (p), say it with me, (p)". Present the m in the same manner. Stay at this level as long as necessary.

4. Place the two letters in front of the child and say, "Which one says (p)?" Mix the letters and ask to be shown the one that says (m). Mix the letters several times asking, "Which is (p) or which is (m)." Return to the previous step if the child has difficulty.

5. When the child can consistently point to the correct letter on hearing the sound, present the p and ask, "What does this say?" Do the same with m.

6. Drill the child having him name the letter and give its sound, "It's name is p and it says (p)."

EVALUATION: The child will name the letter and give its sound.

REINFORCEMENT:

1. Draw a large p on the chalkboard and have the child trace over it several times.

2. After the child is familiar with the letter and sound, say, "Let's think of some words that start with this sound, say them after me, (p) - pig,

(p) - pet, (p)- pan."

3. Put the letter p on the table, give the child a stack of pictures part of which are of objects whose names start with the letter p. Say the word and ask the child if it starts with the (p) sound. If he responds incorrectly ask, "Is it a pog, no it's a dog." If he answers no incorrectly say, "Let's say it together (p) - pig. Do you hear (p)?" If the word starts with p, put the picture under the letter. When the task is completed, have the child say all of the words under the letter.

4. Blindfold the child, have him trace the sandpaper letter with his fingers and name it.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Memory

BEHAVIORAL OBJECTIVE: When one of five pictures is removed while the child is not looking, he will be able to determine which picture is removed.

MATERIALS:
Fruit and Animal Puzzles, Level 1 from Teaching Resources.
Pictures of familiar objects
Matrix board, plate # 1, Cover-up for Matrix board

PRESCRIBED ACTIVITIES: - Missing Pictures

1. Lay the pictures on the table one at a time and ask, What is this? Have the child name each using a complete sentence. Instruct the child to cover his eyes. Remove one of the pictures and tell him to look at the pictures. Ask, Which one is missing? . Repeat this several times. Increase the speed of the activity as the child's ability permits. Then allow one of the children to remove a picture while the others guess which one is missing.

2. Seat the child in front of the Matrix board. Look at and discuss the pictures on plate # 1. Have the child hide his eyes, cover one picture with the magnetic plate provided for this, have the child look and tell what picture is covered.

EVALUATION: The child will state which picture of a series has been removed.

REINFORCEMENT:

Repeat the activity with pictures which pertain to daily classroom lessons.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Memory

BEHAVIORAL OBJECTIVE: After viewing a sequence of three unlike objects, the child will be able to arrange the same sequence from memory three out of four times.

MATERIALS: Two each:
Wooden toys, blocks, pencils,

PRESCRIBED ACTIVITIES: - Copying Sequence of unlike objects

1. Show the child the toys; allow him to examine them, then identify each one. Give the child a toy, block and pencil. Arrange three like objects and tell the child to place his the same way.

2. Cover the three objects; arrange them, uncover and tell the child to look carefully. Cover the objects and tell the child to arrange his objects the same way.

EVALUATION: The child will be able to arrange three unlike objects in a sequence from memory three out of four times.

REINFORCEMENT:

1. Have the child arrange items in the classroom in a designated manner, (toys on shelves, etc.)

2. When the child has mastered this activity, have him sequence objects that are more similar in nature. Fisher Price Play Family wooden figures are an example.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Memory

BEHAVIORAL OBJECTIVE: After viewing a pattern made with 3 blocks for five seconds the child will be able to reproduce it three out of four times.

MATERIALS: Color cubes (wooden blocks)

PRESCRIBED ACTIVITIES: - Copying block patterns

1. Sit with the child, give him three color cubes, take three additional cubes. Say, I am going to make a pattern with the blocks, see if you can make one like it. Have the child copy the pattern made by the teacher.
2. Make a pattern, have the child look at it carefully (about five seconds), cover the pattern and say Now you make one like mine. If the child does not do it correctly say, Not quite, make it again. Let him have a second look at the pattern and then cover it once more. If the child still has difficulty, work with only two blocks.
3. If the child accomplishes the task easily, add another block and have him reproduce a pattern using four blocks.

EVALUATION: After viewing a pattern made with three blocks for five seconds, the child will be able to reproduce it three out of four times.

REINFORCEMENT:

Have the child copy designs made with parquetry blocks in the same manner.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Memory

BEHAVIORAL OBJECTIVE: The child will recall three pictures in sequence after they have been viewed and turned over.

MATERIALS: Pictures of familiar objects

PRESCRIBED ACTIVITIES: - Recall a sequence of pictures

1. Sit beside the child at a table. Select a familiar picture of an object, show it to him, have him tell what it is, lay it on the table upside down, show a second picture and do the same. Point to the first picture and have the child name it, then to the second picture having him name that. Add a third picture, have the child name it, lay it face down. Point to the first, then the second, then the third picture having the child name each one.

2. Repeat the activity using different pictures each time. Work rapidly so that the child will not become bored.

3. If the child forgets a picture, turn it up once again and let him look at it, turn it over and proceed as before. If necessary work with only one or two pictures.

4. Increase the difficulty by reducing the exposure time, by increasing the length of time the picture is hidden, display pictures more nearly alike.

EVALUATION: The child will be able to recall three pictures in sequence after they have been viewed, named and turned over.

REINFORCEMENT:

1. As the child becomes adept with three pictures increase the number of cards to four, then to five or six cards.
2. If the child is unable to recall a certain number of pictures two out of three times, drop back to the next lower number.
3. To increase the difficulty, point randomly to the turned over pictures.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Memory

BEHAVIORAL OBJECTIVE: When given a six part See-Quee puzzle, the child will assemble it in proper order.

MATERIALS: See-Quee Puzzles: Helping Mother
The Apple Tree
Going To School

PRESCRIBED ACTIVITIES: - Visual Sequencing

1. Give the child the puzzles and let him work with them alone. Check to see if he is able to arrange them correctly. If the pictures are correct discuss the events in sequence.

2. If the child cannot put the pictures in sequence, remove the pictures from the frame, put the first three in front of the child and ask, What happens first? Lead him with questions. If he makes an error ask, Would you wash dishes before you ate supper? Encourage his thinking of the sequencing of events.

EVALUATION: The child will assemble three six part See-Quee Puzzles.

REINFORCEMENT:

1. Give the child the other See-Quee puzzles to work.

2. When the child can sequence the puzzles give him the pieces of two puzzles and have him sequence them.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Memory

BEHAVIORAL OBJECTIVE: When given puzzles which divide an object into four portions, the child will assemble the puzzles and name the object.

MATERIALS: Puzzles of single fruits and animals

PRESCRIBED ACTIVITIES: - Visual Closure

1. Make puzzles by pasting pictures of fruits and animals on thick cardboard and cutting these into the desired number of pieces. Some puzzles should contain 2 pieces, some three, and some four. The assembled puzzles should be at least 5 inches by 7 inches. The sections should be cut with straight rather than uneven edges. Commerical puzzles of the same type can be used.
2. Begin with the puzzles in which the picture is divided into two pieces. Lay the pieces of the first puzzle on the table and ask, Can you put this together? When the child has placed the pieces together, have him name the picture. Give the child the three additional two piece puzzles at the same time, have him assemble them and name the pictures.
3. When the child has assembled the two piece puzzles, give him puzzles in which the pictures are divided into three pieces. Place all of the puzzle pieces on the table, select one piece and ask, What goes with this? Have the child select the two pieces which complete the puzzle. Later give him all of the pieces of four puzzles at one time and have him assemble these.
4. After the child has assembled the three part puzzles, proceed to those in which the pictures are divided into four sections and follow the same procedure as with the three piece puzzle.

EVALUATION: The child will assemble puzzles of single objects and name them.

REINFORCEMENT.
1. Turn the puzzle pieces upside down, turn one piece over, show the child, and ask the child to identify the object. Begin with the pictures which have been divided into two portions, eventually use those which contain one fourth of the entire picture.
2. Draw a picture or make tracings of pictures from coloring books but leave one part missing, show these to the child and have him name the part that is missing. Some examples are; omit the eyes from the doll, the tail from the cat, the ears from the horse.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Association

BEHAVIORAL OBJECTIVE: When presented with a group of objects or pictures some of which are identical, the child will match those that are identical.

MATERIALS:
2 or more sets of bendable play families
pictures, some of which are identical
picture lotto game
Stick-o-Mat geometric shapes

PRESCRIBED ACTIVITIES: - Visual Matching

1. Place the figures from two play families in a basket, give it to the child, have him place the figures on the table grouping the identical ones together.
2. The Stick-O-Mat sets consist of squares, circles, triangles and rectangles in four sizes and the three primary colors. Select several sets of these, some of which are identical and place all of the shapes in a large box. Have the child match the shapes that are alike in size, shape and color.
3. Assemble a collection of pictures which have been cut from children's books, workbooks or magazines and pasted on heavy cardboard. Use two identical workbooks or magazines to obtain identical pictures. Place these pictures in a box, give it to the child, have him lay the pictures on the table placing those that are identical together.
4. Give the child the large cards from any of the Picture Lotto games. Place the accompanying small cards face down in a pile, let the child draw a small card from the pile and place it on top of the matching picture on the large card.

EVALUATION: The child will match identical objects and pictures.

REINFORCEMENT:

Assemble a set of pictures which include several differnt pictures of the same thing plus two identical pictures. First have the child place all of the pictures of one thing in a row, then have him select the identical pictures.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Association

BEHAVIORAL OBJECTIVE: Given the puzzle and overlays for the first four boards of the See Through Game, the child will place each matching overlay on top of the appropriate area of the puzzle.

MATERIALS: See-Through Games, plates # 1 through 4

PRESCRIBED ACTIVITIES: - Matching

1. Give the child board number one and the first overlay. Have him put it in the proper place on the board. Give help only if he has difficulty. Give him the remaining five overlays and tell him to put them over the matching shape on the board.

2. When he has matched all of the overlays to the correct inset, ask him the color of each.

3. Give boards number 2,3,and 4 in order as they increase in difficulty. Give out the next board only after the child has successfully matched the one on which he is working.

EVALUATION: The child will be able to match the shapes and overlays of the See-Through Game boards 1 through 4.

REINFORCEMENT:

1. When a board is too difficult, help the child complete it, then give him one that is less difficult. If he cannot do board # 1, give him the Try inset board and shapes.

2. Give other boards from the See Through Puzzle set after the child has successfully matched the easier ones.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Association

BEHAVIORAL OBJECTIVE: When given models of community helpers and related equipment, the child will group together persons and objects related to these community services, health, postal, fire and police protection.

MATERIALS: Instructo Magnetic Community Helpers Kit or similar objects and figures

PRESCRIBED ACTIVITIES: - Association

1. Place the objects from the Instructo set in a tray. Select a large working area, such as a chalkboard, that will attract the magnet on the back of the figures.
2. Give the child the tray and tell him to put together all of the things that belong together. Check the grouping after he has finished and help him correct any errors.
3. Using complete sentences, have the child name the figures and give the function of each of the services. Encourage free conversation from the child about community services.

EVALUATION: The child will classify objects according to the appropriate community service.

REINFORCEMENT:

If the child has difficulty with the task, put one figure such as the postman on the board. Go through the items on the tray helping him name them. Ask, Would a postman use a fire plug? (No). Would he use a mailbox?(Yes). Place the mailbox beside the postman. Continue in this manner until the items have been classified. If necessary reduce the number of items to those pertaining to two rather than four services.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Association

BEHAVIORAL OBJECTIVE: When shown two objects by the teacher and asked how they are alike, the child will state one similarity, when asked how they differ, the child will note one difference.

MATERIALS: Apple, orange, red block, orange block, flannel board figures: woman, girl, man, boy, dog, cat

PRESCRIBED ACTIVITIES: - Likenesses and Differences

1. Show the child an apple and an orange, ask How are these alike? After the child responds, ask How are they different?

2. Show an apple and a red block and an orange and an orange block, ask the same questions.

3. Place a figure of a woman and a girl on the flannel board and ask the same questions.
   To vary the activity use:
   A man and a boy.
   The girl and boy.
   A dog and a cat.

EVALUATION: The child will note one likeness and one difference when shown two objects.

REINFORCEMENT:

1. Continue the drill using other objects. Later add three objects:
   - An apple, an orange and a banana
   - An apple, a red block, a red crayon
   - A dog, a cat, a turtle

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Spatial Relationships

BEHAVIORAL OBJECTIVE: When given a pattern and the required blocks, the child will copy the pattern using the blocks.

MATERIALS:
- Color cubes
- cards containing patterns
- parquetry blocks
- cards containing patterns for parquetry blocks
- large patterns for use with an entire set of parquetry blocks

PRESCRIBED ACTIVITIES: - Copying Block Patterns

1. Make the flat patterns of both square and parquetry blocks: draw around the blocks on cardboard and cut the drawing for a pattern, make one pattern of each shape, use these patterns to cut the shapes from construction paper matching the color to the blocks, form a design of these and paste it on a piece of heavy cardboard. Make some black and white patterns by drawing some designs on cardboard with a felt pen. Make several cards of each type and of graduated difficulty.

2. Cube Blocks-- Sit beside the child at the table. Give him half of a set of wooden cube blocks and keep the other half. Make designs with the blocks, have the child copy these. Begin with a simple design such as placing a red, yellow and green block in a line, gradually increase the difficulty.

3. Cube Blocks and Patterns -- Give the child the patterns and have him copy these by placing the cube blocks of the same color directly on the squares. Have the child make the design underneath the pattern on the table. Next, use three dimensional patterns which have been commercially printed, place one at a time in a pocket chart and have the child copy this.

4. Parquetry Blocks and Patterns -- Give the child the patterns and the parquetry blocks, have him copy the designs first by placing the blocks on top of the corresponding shapes on the cards; then by laying the card on the table and copying the design underneath it. Next, place the cards one at a time in a pocket chart and have the child copy the patterns.

EVALUATION: The child will copy designs from patterns with color cubes or parquetry blocks.

REINFORCEMENT:

1. Give the child the parquetry patterns which are in black and white and have the child follow the copying routine.
2. Give the child the large parquetry design sheets and have him copy these first on top of the pattern and then beside it.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Visual Spatial Relationships

BEHAVIORAL OBJECTIVE: When the teacher removes isolated pieces from the puzzle map of the United States, the child will replace them.

MATERIALS: Wooden puzzle map of the United States
Puzzles cut from wood

PRESCRIBED ACTIVITIES: - Puzzle map

1. Use a wooden puzzle map of the United States which contains large, brightly colored cut outs of the individual states,free of printing, each piece containing a small knob to facilitate removal. Assemble the puzzle, seat the child several feet from it, remove three pieces which are distinctive in shape and located at widely spaced intervals on the map, (for example, Texas, Florida, and Idaho). Have the child come to the table, give him the pieces and have him replace them. Do not discuss geography at this time.
2. Have the child return to his seat, repeat the process removing three other states; increase the difficulty by removing more states from the map and by removing a cluster of several states for the child to replace.

EVALUATION: The child will replace the pieces which were removed from the United States puzzle.

REINFORCEMENT:

Allow the child free play in assembling carefully selected puzzles. If he has difficulty, have him trace with his fingers around the edges of the unfilled hole and the edges of the piece that will fit, also have him examine the pieces noting the color and parts of object on each piece.

Language Development Educational Prescription

TRAINING AREA: Visual Spatial Relationships

BEHAVIORAL OBJECTIVE: The child will copy a design by placing pegs in a pegboard.

MATERIALS:
pegs
pegboards
mimeographed designs

PRESCRIBED ACTIVITIES: - Pegboard Activities

1. Sit with the child at the table.
   Give the child a pegboard and pegs, tell him to put some pegs in the board, have him work alone. If he has difficulty placing the pegs in the holes, give him one peg and place your finger beside a hole on the outside row. Continue this as long as he has difficulty placing the pegs.

2. Place a mimeographed pattern on top of the pegboard with the dots over the holes in the board, mobilize the paper by inserting four pegs into holes on two sides of the board. Have the child copy the design by pushing a peg through the paper into the board wherever there is a dot.

3. Place four blue pegs in the outer corners of a pegboard, have the child make a square with the blue pegs by filling the outside rows of the pegboard. Place four red pegs at the corners of the first inside row, have the child fill in the remaining spaces of the square with red pegs. Repeat making a third square with green pegs and a fourth square using yellow pegs.

4. Make a simple design on a second pegboard and have the child copy it.

EVALUATION: Using pegs and pegboard, the child will copy a design.

REINFORCEMENT:

1. Tell the child to make an X or a square on the pegboard.

2. Allow the child to create designs on the pegboard himself.

MATERIALS FOR VISUAL LESSONS *

Balls	Regulation Soccer Balls
Large	Sporting Goods Store
Small	Toy or Variety Store
Ball, Swinging	Pathway School Program # PSIC Eye-hand Coordination Exercises Teaching Resources 100 Boylston St. Boston, Mass. 02116
Chalk, large	Triple Size Alpha Sticks # 313-00-7 Practical Drawing Co. 2205 Cockrell Ave. Dallas, Texas 75222
Chalkboard Templates	Chalkboard Templates # 23099 Webster Division McGraw Hill Book Co. St. Louis, Missouri
Color Cube Blocks	Cubical Counting Blocks # 8039 Milton Bradley Company Springfield, Mass. 01101
Colored Inch. Cube Designs	Colored Inch Cube Designs # P 111 Developmental Learning Materials 3505 N. Ashland Ave. Chicago, Illinois, 60657
Colored Inch. Cube Designs in Perspective	Colored Inch Cube Designs In Perspective # P 112 Developmental Learning Materials
Color Tablets	Color Discrimination Kit PEC 4942 A J.A. Preston Corporation 71 Fifth Ave. New York, New York 10003
Community Helpers	Community Helpers # 1032 Instructo Activity Kits Instructo Products Co. Philadelphia, Penn.
Cylinder Blocks	Graded Cylinder Sets with Knobs # NT620, NT621, NT622, NT623 Creative Playthings Post Office Box 1100 Princeton, New Jersey 08540

*check with SEIMC

Dressing Frames Zipper, button, tying, lacing	Dressing Frames # NT 601, NT 602, NT 603, NT 604 Creative Playthings, Post Office Box 1100, Princeton, New Jersey 08540
Fruit and Animal Puzzles	Fruit - Animal Puzzles # RCI - 1 Teaching Resources
Geometric Insets	Pattern Learning Forms # NJ 114 Creative Playthings
Geometric Shapes for design making	Peabody Language Development Kit (PLDK) Level P. American Guidance Service, Inc. Publisher's Building Circle Pines, Minnesota 55014
Geometric Solids	Geometric Figures and Solids # 8064 Milton Bradley Co.
Knobless Cylinders	Knobless Cylinders # PEC 4921A J.A. Preston Corp.
Magnetic Shapes	Magnetic Primary Counting Shapes #530 Instructo Products Co.
Matrix Board	Matrix Board Appleton - Century - Crofts Division of Meredith Corp. 440 Park Ave. So. New York, N.Y. 10016
Numberite Set	Numberite - Judy #710 The Judy Company 310 N. Second St. Minneapolis, Minn. 55401
Number Rods	Number Rods PEC 4948A J.A. Preston Corp.
Parquetry Block Designs	Parquetry Designs #P114 Developmental Learning Materials
Pegboard and Pegs	Pegboard #474X; Pegs #475X Milton Bradley Co.
Picture Lotto	Ed.-U. Card Lotto Games Practical Drawing Co.
Pictures	Consonant Pictures #272 -1 Ideal School Supply Co. Oak Lawn, Illinois 60453

Pink Tower Broad Stairs Red Rods	Pink Tower, Broad Stairs, and Long Rods # PEC 4957 J.A. Preston Corp.
Plastic Airplanes	Plastic Airplanes and Cars T.W. Reid Sales Co. 705 N. Sylvania Ave. Fort Worth, Texas 76111
Play Family	Bendable Figures of Family #NB492 Black #NB292 White Creative Playthings
Puzzle Map	Relief Map Puzzle #NA 351 Creative Playthings
See Quee Puzzles	Judy See-Quee Series 4 #Q41 through Q58 The Judy Company
Serial Counter	Sequence Counter #N.347 Creative Playthings
See Through Games	See Through Games # 27276 Early Childhood Discovery Materials The Mac Millan Company New York, N.Y.
Spindle Box	Counting Boxes and Spindles # PEC4948 J.A. Preston Corp.
Stick-O-Mat Shapes	Judy Stick-O-Mats Triangles # 384, Circles # 385, Squares #386, Rectangles # 387 The Judy Company
Teddy Bear Counters	Teddy Bear Counters # 7632 Milton Bradley Co.
Try Kit	Try Kit Task 1 # F685 Noble and Noble Publishers, Inc. 750 Third Avenue New York, N.Y. 10017
Wooden Numerals	Wooden Numerals # 1235 Instructo Corp.

B. Auditory Prescriptions

Individual Auditory prescriptions

Introduction

The auditory prescriptions are structured to reinforce the curriculum lessons for children having difficulty in this area. Tests on Central Cities children show that many children test below their peers in the auditory area. The individual prescription attempts to modify behavior so that the child can compete with his peer group in the classroom and on theplayground.

Terminal Goals

The child will be able to repeat a rhythm tapped out by the teacher.

The child will be able to point in the direction of a sound when blindfolded.

The child will be able to distinguish sounds made by more than one instrument or object.

The child will be able to follow two or more instructions.

The child will be able to follow a sequence of three or more directions.

After listening to a story read by the teacher, the child will be able to answer two or more questions about the story.

When listening to a story read by the teacher, the child will be able to follow directions given by the teacher.

The child will be able to classify common fruits and vegetables.

The child will be able to sequence three items identified by the teacher.

The child will be able to name four types of stores and name five items bought in the stores.

The child will recall three of five foods named.

The child will follow three instructions given at one time by the teacher.

After listening to a description of an object the child will identify it.

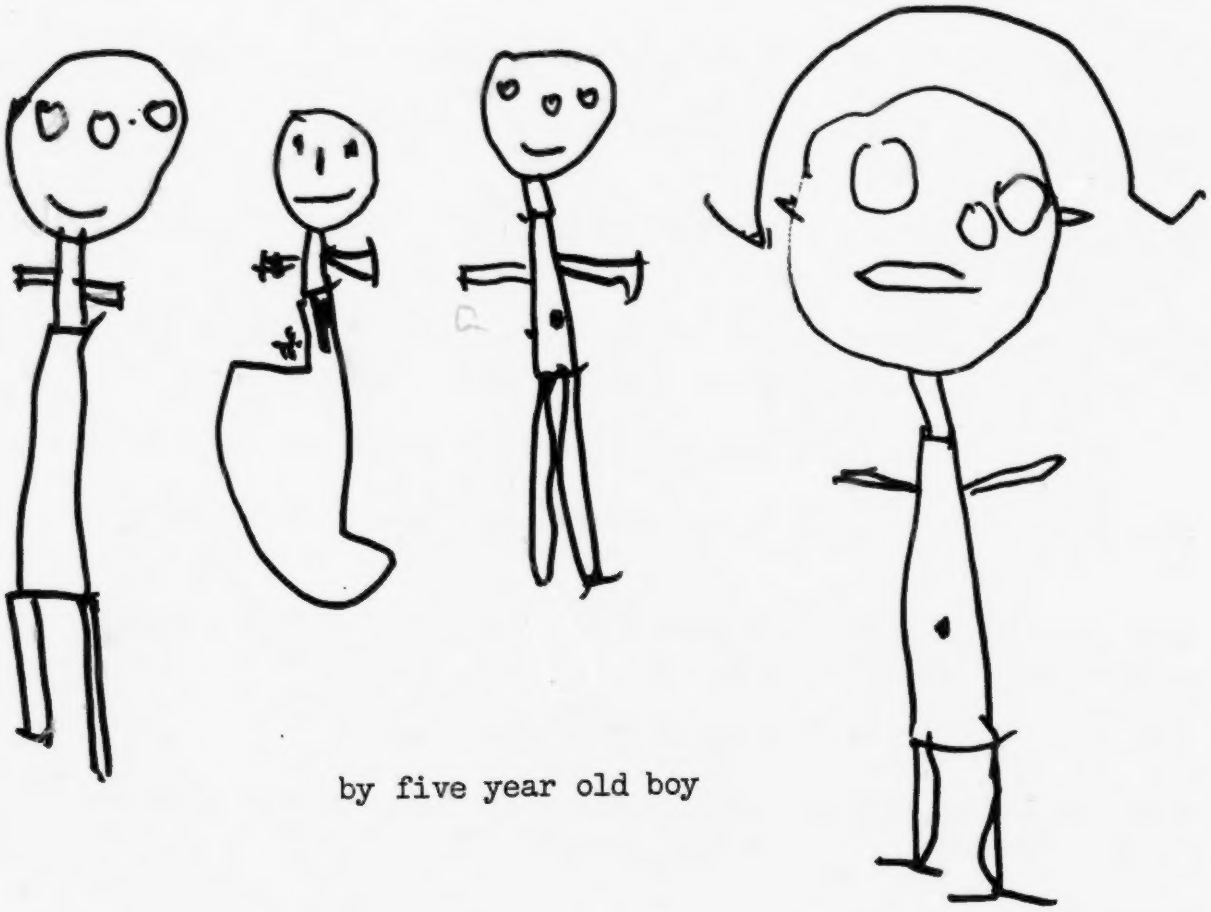
The child will be able to identify four sounds made in the city, in the country.

When a picture is displayed and a story is told by the teacher the child will be able to recall the story and follow instructions given.

When work sheets are presented to the child, he will be able to follow instructions given by the teacher.

Individual Special Education Prescriptions - Auditory training

The auditory prescriptions were originally written for an individual child. During the last year of the project, the original prescriptions were revised and pilot tested on children with comparable problems. These prescriptions were taught daily by a teacher assistant in the classroom setting. It takes approximately ten to fifteen minutes each day.



by five year old boy

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Upon hearing a rhythm tapped or clapped out by the teacher the child will repeat the rhythm.

MATERIALS: colored cubes

PRESCRIBED AVTIVITIES:

Introduction:
Good morning my name is ----------.
Have the child tell his full name and the name of his street.
My name is --------.
My street is --------.

Monday
Introduction:
Have the child listen as a rhythm is tapped on the table with the hand.
Tap the rhythm on the table, then call on the child to do it.
XX XXX XX
XXX XX X
X X X
Make other patterns for the child to follow.

Tuesday
Introduction:
Tap out the same rhythm that was tapped out on Monday with the hand.
XX XXX XX
XXX XX X
X X X
Have the child listen to the following rhythm, then tap it out on the table.
XX XX XX XX
X X X X
XX X XX X
Have him follow the rhythm with his voice
Oh Oh Oh Oh
A A A A
Ah A Ah A

Wednesday
Introduction:
Tap out the same rhythm that was tapped out on Monday with the hand.
XX XXX XX
XXX XX X
X X X

Have the child tap the rhythm, using his hands.
Then repeat it with his voice.
Tap out XX X XX X
Have the child tap it out with his hand on the table.
Then clap hands softly.
XX X XXX
Have the child clap the same rhythm.

Thursday
Introduction:
Materials - colored cubes
Give the child two colored cubes
Take two cubes, have the child listen as the cubes are tapped together in a pattern.
XXX X X
XX XX X
X XX X
Clap the same rhythm with the hands, have the child clap the rhythm with his hands.

Friday
Introduction:

Criterion Test

Can the child tap the following rhythm on the table with his hands?
X XXX XX
XXX X XXX
X X XX

Can the child clap his hands to make the following rhythm?
XXXX XX XXX X
X XX XXX X
XXX XX XX X

EVALUATION: The child will tap and clap out a rhythm demonstrated by the teacher.

REINFORCEMENT:
The child will tap or clap a two part rhythm pattern.
The child will tap or clap a six part rhythm pattern.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Upon hearing a rhythm tapped out by the teacher with hands or blocks the child will repeat the rhythm. The child will be able to identify sounds.

MATERIALS: blocks, "Ear Book"

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his street address and the month he was born.

Monday
Introduction:
Say to the child, Close your eyes, open your eyes, close your eyes. Tell me what you can hear.
(sounds within the room)
Put your hands flat on the table, listen to my fingers, now try to do the same with yours. Make a rhythm with your fingers.
Right hand - XX, Left hand- XX, Repeat rhythm; right hand X, Left hand XX
Right hand XXX, Left hand XX

Tuesday
Introduction:
Close your eyes and listen. Open your eyes and tell one sound your heard. Put your hands on the table.
Follow the pattern that I make with my fingers. Tap out ten different patterns, one at a time for the child to follow.

Left hand X Right hand XX.
Right hand X Left hand XX.
Right hand 0 Left hand XXX
Right hand X-X-X Left hand X-X
Left hand X X Right hand X
Left hand XXXX Right hand XX X
Right hand XXX. Left hand X X XX
Left hand XX Right hand XXX
Right hand X X Left hand X X X
Right hand XX Left hand 0

Wednesday
Introduction:
Say to the child; Can you hear a train, a car, children playing?
Read the first half of the "Ear Book."
Discuss the different sounds the boy and the dog heard.
Have the child find the ears of the boy and the dog.
Have the child touch his own ears.

Thursday
Introduction:
Have the child identify one sound in the room and one sound outside the room.
Read additional pages of the "Ear Book."
Have the child identify the sounds that are made by the pictures in the book. Make some rhythm patterns with fingers tapping on the table.
Have the child repeat the rhythm with his fingers.
(X-XX)(XXX XX)(XX X XX)
(XX X-X)(X-X-X) (XX-X-XX)

Friday
Introduction:

Criterion Test

Show the child several pictures in the "Ear Book."
Ask the child to identify sound that these things make.
Use a dog picture, a clock, a train or others.

Can the child copy five rhythm patterns?

Can the child identify two sounds inside and two sounds outside the room?

Can the child tell what his ears are used for?

EVALUATION: The child will copy rhythm patterns and identify two sounds made inside and out side the room.

REINFORCEMENT:
Have the child copy two rhythm patterns made by the teacher.
Have the child identify six sounds heard in his environment.
Have the child copy ten rhythm patterns made by the teacher.

SPECIAL EDUCATION COMPONENT

Individual Special Educarion Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Upon hearing a musical sound played by the teacher the child, while blindfolded, will point in the direction of the sound.

MATERIALS: 3 blind folds, jingle clog, tambourine, wooden tone block

PRESCRIBED ACTIVITIES:

Introduction:
Good morning, my name is -----------.
Have the child repeat my name is.
Ask the child what he had for breakfast this morning.

Monday
Introduction:
Place the instruments on the table in front of the child.
Let him choose an instrument.
Name the instruments.
Have the child name them.
Have the child play each instrument.
Blindfold the child. Play one instrument. Take the blindfold off. Have the child identify the instrument played, continue until the child can identify each instrument by sound.

Tuesday
Introduction:
Place the instruments on the table. Ask the child to identify them. If he cannot identify each instrument, then have the child repeat after you. Blind fold the child, hit an instrument, then have the child point to the instrument hit. Hit two instruments have the child remove his blindfold and identify the instrument that made the sound.

Wednesday
Introduction:
Have the child recall what he had for snack.
Have the child identify the musical instruments.
Have him play each one.
Then blindfold the child. Play one instrument, have him point in the direction of the sound. Move the instrument around and have him point in the direction that sounds come from each time the instrument is played.

Thursday
Introduction:
Have the child recall what he had for breakfast.
Give the child an instrument.
Give him individual sound patterns to make with the instrument.
Have the child follow the instructor who will play the rhythm first.
(XX X)(X X X)(XX X)
(X XX X)(XX XX)(X X X X)

Friday
Introduction:

Criterion Test

Have the child recall what he had for snack.
Give the child an instrument, can he identify the instrument?
Can the child make the following rhythm patterns with the instrument?

(XXX X) (XX XXX) X XX XX)
(X X X) (XX XX XX) (XX X X)

EVALUATION: The child will point in the direction of the sound while blindfolded and be able to copy a sound pattern.

REINFORCEMENT:

The child will identify one instrument.
The child will copy a simple sound pattern.
The child will identify three instruments and copy more comples sound patterns.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After hearing two sounds the child will point to the instrument making the sound and reproduce two sound patterns

MATERIALS: One tambourine and one jingle clog

PRESCRIBED ACTIVITIES:

Introduction:
Good morning Boys and Girls.
My name is ----------------.
Have each child say My name is ------------.

Monday
Introduction:
Today, I have two musical instruments would you like to touch them?
Instructor will tap out pattern on tambourine X XX X.
Have the child tap the tambourine with hand X XX X.
Show the child the jingle clog.
Shake out a pattern with it. XX.
Have the child make the same pattern.

Tuesday
Materials: Tambourine and one jingle clog
Introduction:
Place the tambourine on the table.
Have the child hit it with his hand.
Make a pattern X X XX.
Have the child make the same pattern.
Make a pattern with the jingle clog X X X XX.
Have the child make the same pattern.
Ask the child if the instruments sound the same?
Have the child close his eyes.
Tap the tambourine, then have the child identify the instrument tapped.

Wednesday
Introduction:
Have the child listen to a pattern tapped out on the tambourine with the hand. XX XXX X.
Have him try it. Then tap out XX X X XX.
Have the child copy the sound.
Tap out two patterns XXX X XX X - XXXX X X X.
Have the child tap them out on the tambourine.

Thursday

Introduction:
Tap out a pattern on the tambourine with the hand. XXX XX XX.
Make the same pattern with the jingle clog.
Have the child make the same pattern first on the tambourine, then ont jingle clog.
Have the child put his head on the table and close his eyes.
Tap on the tambourine.
Have the child tell what was tapped.
Tap the tambourine again.
Shake the jingle clog, then have the child put his head on the table.
Shake the jingle - have the child identify the instrument played.

Friday
Materials: 2 tambourines, 1 jingle clog
Introduction:

Criterion Test
Have the child put his head on the table and close his eyes.
Shake the jingle clog and then hit the tambourine.

Can the child tell the order in which the instruments were played.

Can the child reproduce two sound patterns with the instruments.

EVALUATION: The child will identify the instruments making a sound and will be able to reproduce two sound patterns with the instruments.

REINFORCEMENT:
Have the child identify the sound made by one instrument.
Have him copy one pattern with one instrument.
Have the child copy three or more patterns with each instrument.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When sounds are produced by the teacher the child will be able to point in the direction of the sound and identify the object that made the sound.

MATERIALS: blindfold, colored cubes, drum, tambourine

PRESCRIBED ACTIVITIES:

Introduction:
Say to the child Good Morning, My name is -------------.
Have the child say, My name is ---------.
Have the child tell about an incident.

Monday
Introduction:
Have the child recall what he had for snack.
Say to the child, Today, we are going to use our ears to listen to sounds made by hitting two cubes together.
Tap the cubes together, have the child point in the direction of sound.
Blindfold the child. Tap the cubes together, have the child point in the direction of the sound. Move the cubes in different areas as they are tapped together. Have the child point in the direction of the sound after each sound is made.
Remove the blindfold, let the child tap the cubes together.
The teacher, with eyes closed, will point in the direction of the sound.

Tuesday
Introduction:
Have the child recall a game he enjoyed.
Place a drum and two cubes on the table.
Have the child hit the drum.
Then have the child hit two cubes together.
Blindfold the child, hit the drum. Have the child point in the direction of the sound. Tap the cubes together, have the child point in the direction of the sound. Move the sound behind and to the side of the child, have him point in the direction of the sound each time it is made. Hit the drum, take the blindfold off the child, have him identify the object that made the sound.

Wednesday
Introduction:
Have the child tell what he did at recess.
Place a drum, tambourine and two cubes on the table.
Have the child identify the instruments.
Have the child hit each instrument and tap cubes together.
Have the child trun his back to the table, hit the drum two times, lay it down beside the tambourine, have the child turn around and identify the instrument used to make the sound.
Repeat activity, but hit the tambourine, the drum, the cubes and then the tambourine. Have the child identify the instrument used each time.
Hit the drum and tap the cubes, have the child point to the instruments used.

Thursday
Introduction:
Have the child name three sounds he can hear when he closes his eyes.
Place the tambourine and drum on the table.
Have the child hit each instrument with his hand and name the instrument.
Say to the child What did you hit, he will say, I hit a drum or I hit a tambourine.
Blindfold the child, hit the drum in front of him, have him point in the direction of the sound, hit it behind him, to the side and in front of him.
Have him point in the direction the sound comes from each time the drum is hit.
Remove the blindfold, have him name the instrument that was used to make the sound.

Friday
Introduction:
Have the child name three things he can hear at home.

Criterion Test:

When blindfolded, can the child point in the direction of sounds produced by the teacher?

Can the child identify the instruments that made the sounds?

EVALUATION: The child can point in the direction of the sound produced by the teacher and identify the instrument making the sound.

REINFORCEMENT:

Have the child point in the direction of sounds produced by the teacher without a blindfold. Then blindfold the child and have him point in the direction of the sound. Hit several instruments, have the child point in the direction of the sound of each and then identify the instruments when the blindfold is removed.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: While blindfolded the child will be able to point in the direction of the sound, identify the sound and copy a sound pattern.

MATERIALS: blindfold , jingle clog, tambourine, wooden tone block

PRESCRIBED ACTIVITIES:

Introduction:
Good morning, my name is --------.
Ask the child what he had for breakfast this morning.

Monday
Introduction:
Place the instruments on the table in front of the child.
Let him choose an instrument.
Name the instruments.
Have the child repeat the name of each instrument.
Have the child hit each instrument one time.
Blindfold the child. Hit an instrument. Take the blindfold off.
Have the child identify the instrument hit, continue until the child has identified each instrument.

Tuesday
Introduction:
Place the instruments on the table.
Ask the child to identify them.
If he cannot identify each instrument, then have the child repeat after teacher.
Blindfold the child, hit an instrument, have the child point to the instrument hit. Hit two instruments have the child remove the blindfold and identify the instruments that made the sound.

Wednesday
Introduction:
Have the child recall what he had for snack. Have the child identify the musical instruments.
Have him hit them.
Then blindfold the child. Hit one instrument, have him point in the direction of the sound. Move the instrument around and have him point in the direction the sound comes from.

Thursday
Introduction:
Have the child recall what he had for breakfast.
Give the child an instrument.
Have him sound the patterns with the instrument.

(XX X) (X X X) (XX X)
(X XXX)(XX XX)(X   X XX)

Friday
Introduction:

Criterion Test

Have the child recall what he had for snack.
Can the child identify three instruments?

Can the child make the following patterns with one instrument?

(XXX X   XX)(X X X X) (XX XX)
(X X X)(XX XX) (XX   XXXX)

EVALUATION: The child will point in the direction of the sound while blindfolded and be able to copy a sound pattern.

REINFORCEMENT:
The child will identify one instrument.
The child will copy a simple sound pattern.
The child will identify three instruments and copy more complex sound patterns.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After hearing a spoon or pencil tapped against different objects the child will identify the object being tapped and tell if the sound is loud or soft.

MATERIALS: egg carton, plastic top, glass, tambourine

PRESCRIBED ACTIVITIES:

Introduction:
Sit with the child say,
Good morning, my name is ----------.
Have the child say My name is ----------.

Monday
Introduction:
Place an egg carton, glass and tambourine on the table.
Let the child examine the objects.
Ask him to identify the objects.
Then tap each object with the spoon or pencil.
Have the child tap each object as you name it.
Have the child put his head on the table. Tap the egg carton.
Then have the child tell which object was tapped.
Continue until the child can identify the sound each object makes.

Tuesday
Materials: egg carton, glass, tambourine, plastic top

Introduction:
Place the egg carton, glass, tambourine, and plastic top on the table.
As you point to each article have the child identify them.
Ask the child to tell how each object is used.
Tap each article with a spoon or pencil.
Have the child tap the article named. Have the child put his head on the table with eyes closed. Tap an article, then have the child open his eyes and identify the object that was tapped.

Wednesday
Materials: egg carton, 2 glasses, tambourine, plastic top
Introduction:
Give the child two objects.
Have him tap it with a pencil
Then have the child tap out a pattern on two objects.

(XX X XXX)
Ask the child if the sounds are alike or different.
Which object makes a loud sound, which object makes a soft sound?
Make two patterns.
(X XXX X) (XX X XX)
Have the child tell if they are loud or soft sounds.

Thursday
Introduction:
Place the glass, egg carton and tambourine on the table.
Tap each object with a spoon or pencil.
Have the child tell which object makes a loud sound, a soft sound.
Instruct the child to tap the object that makes a soft sound, a loud sound.

Friday
Introduction:

Criterion Test

Can the child identify the objects as the teacher taps them?

Can the child tell which sounds are loud and which are soft.

EVALUATION: The child will identify each object tapped and tell whether the sound is loud or soft.

REINFORCEMENT:

The child will identify two objects tapped by the teacher.
The child will identify the soft sounds.
The child will identify four or more objects that have been tapped by the teacher and tell whether the object makes a loud or soft sound.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When given instructions by the teacher the child will follow two instructions

MATERIALS: Colored cubes, small toys, such as airplanes and cars, red, yellow and blue circles and triangles

PRESCRIBED ACTIVITIES:

Introduction:
Good morning, My name is -------------.
Have the child say, My name is ---------.

Monday
Introduction:
Sit with the child, say,
Today, we are going to listen.
What part of our body do we use when we listen?
(We use our ears when we listen.)
Hold your hands up.
Put your hands on the table.
Put one hand on top of the other hand.
Put your elbows on the table and your head in your hands.
Cover your ears with your hands and close your eyes.
Wink your eyes and put your hands on the table.

Tuesday
Introduction:
Recall and incident.
Give the child four cubes (2 red, 1 yellow, 1 blue).
Have the child identify the color of the cubes.
Have the child put the yellow cube beside the red cube and a red cube on top of the blue cube.
Put the blue cube on top of the red cube and the yellow cube in front of the red cube.
Have the child give two instructions for the teacher to follow in placing the cubes.

Wednesday

Materials: 3 cars, 3 airplanes, 3 circles, 3 triangles (red,yellow, blue).
Introduction:
Have the child recall what he had for breakfast.
Place all the shapes on the table. Have the child sort the objects.
Have the child identify the objects and the color of each object.
Hold up two objects. If the child can say, May I have (name of objects), give him the object. When the child has collected six objects have him hold up two objects and the teacher will say May I have (name of objects).
If the child does not say May I have do not give him the objects.
Say to the child, Place the blue car on the red triangle. Place the red airplane on the blue circle.

Thursday
Introduction:
Have the child recall a game he enjoyed playing in the classroom.
Place three cars, three airplanes, three circles and three squares on the table. Have the child place objects that are alike in shape together.
Have the child place objects that are the same color together.
Give the following instructions.
Place a red car and a yellow airplane on a blue circle.
Place a red circle and a blue triangle on top of a blue circle.
Place a red car on a red circle and a blue airplane on a blue triangle.

Friday
Introduction:

Criterion Test
Can the child follow the following instructions?

> Cover your ears with your hands and close your eyes.
> Place the red cube on top of the blue cube and the yellow cube beside the red cube.
> Place all the red objects together and the blue triangle on top of the red circle.

EVALUATION: The child will be able to follow two instructions.

REINFORCEMENT:
The child will be able to follow one instruction.
The child will be able to follow three or more instructions.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: While listening to a story the child will follow instructions given by the teacher

MATERIALS: " Cowboy Book"

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his full name.
Good morning, please tell me what street you live on and how old you are. Do you know your birthday?

Monday
Introduction:
Say to the child;
This morning I am going to read a story. Listen carefully because I am going to tell you things to do as I read to you. Example: - Once upon a time (Touch your nose) there were some children on a school bus. (Touch your ears). They were going to the Stock Show. (Pat your head). The children are going to see animals. (Touch your nose). They will see cows, horses, pigs, and sheep. (Close your eyes).
Show the child pictures of horses and cows. Have the child identify the animals.

Tuesday
Introduction:
Say to the child, Today we are going to play a game. You will do as I say, Not as I do. Teacher will point to chin and say, Chin, chin, chin. Child will point to his chin and say, chin, chin, chin.
Teacher will point to ear and say, nose, nose, nose. The child should point to nose and say nose, nose, nose. Continue with this game naming body parts and pointing to the part named or pointing at one part and naming another. Have the child lead the game when he understands it.

Wednesday
Introduction,
Give the child two instructions to follow.
Put your feet on the floor and your hands on the table.
Close your eyes and cover your ears with your hands.
Open your mouth and close your eyes.
Shake your hands and turn your head to the window.

Thursday
Introduction:
Material - Cowboy Books
Read the book to the child.
Have the child identify the pictures on the first four pages.
Give him two instructions, Open the book, find a picture of a cowboy.
Close the book, put it on the table.
Open the book, find a picture of a horse or a cow.

Friday
Introduction:

Criterion Test:

Can the child follow two instructions?
Open the "Cowboy Book" and find a cow.
Put your feet on the floor and your hands on the table.

EVALUATION: The child will follow two instructions.

REINFORCEMENT:
Give the child one instruction.
Give the child three instructions.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: The child will be able to follow three instructions given at one time.

MATERIALS: 6 small red cars, 6 yellow airplanes and 9 colored cubes (3 yellow, 3 red, 3 blue)

PRESCRIBED ACTIVITIES:

Introduction:
My name is ------------.
Have the child reply My name is ------------.
Have the child tell of some incident each day.

Monday:
Materials - cars, airplanes and cubes
Introduction:
Say to the child, Please choose two red cars and two yellow airplanes and three yellow cubes.
Give additional instructions such as:
Put the car, the airplane and two yellow cubes in front of you.
Place a red car on top of the cubes and the airplane beside the cubes.
Continue to give additional instructions such as:
Place a red car between two yellow airplanes and a red cube beside the car.
Place a red car beside a cube and the yellow airplane in front of the car.

Tuesday
Introduction:
Materials - three cars, three airplanes, two red cubes.
Have the child take two cars, two airplanes and three cubes.
Name six different sequences for the child to follow.
Give the sequence at one time to see if the child can remember three things.
Put a car beside the airplane and 2 cubes behind the car.
Put a plane, a car and a cube in front of you.
Put two cars between two cubes and an airplane beside one cube.
Place two red cubes, two yellow cars and one red plane on the table.
Place two cubes between a car and an airplane.
Place a red car, a yellow plane and a yellow car on the table.

Wednesday
Introduction:
Place three red cars, three yellow airplanes and two yellow cubes on the table.
Instruct the child to take everything that is red.
Give several sequences of three items, have the child sequence the objects.
Say, Place a car, a plane and a cube in a row.
Place two cubes together and a car on top of them, then place the plane behind the cubes.
Place two planes between two cars and a car between two cubes.
Give additional instructions if needed but always give three instructions in sequence at one time.

Thursday
Introduction:
Place six red cars, four yellow airplanes, three yellow cubes, one red cube and one blue cube on the table.
Have the child sort the objects. Note if he sorts by color or object.
Have the child take all the objects that are blue.
Give the child the following sequences.
Place two red cars, beside two yellow airplanes and place one red cube in front of the cars.
Place five red cars on top of the three cubes.
Place a yellow airplane, a red car and a yellow cube in a row on the table.
Place two yellow airplanes beside one red car behind three cubes.

Friday
Introduction:

Criterion Test
Can the child place a car between two airplanes and a cube beside one airplane?
Can the child place a cube, a car and an airplane in a row?
Can the child put two cars on top of two cubes and an airplane between them?

EVALUATION: The child will be able to follow three instructions given at one time.

REINFORCEMENT:
Give the child one instruction, then two instructions to follow.
Give the child four instructions to follow when he has mastered three instructions.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After listening to a story read by the teacher the child will be able to answer two questions.

MATERIALS: "The Hat Book,""The Truck Book" or similar story books

PRESCRIBED ACTIVITIES:
Introduction:
Have the child say My name is -------.
Have the child tell his age.

Monday
Material: "The Hat Book"
Introduction:
Read the "Hat Book" to the child.
Have the child choose the page in the book that he likes best.
Ask the child why he likes the page.
Ask the child two questions about the page.

Tuesday
Introduction:
Read the following story to the child.
One morning, mother was helping Jim get ready for school. As mother combed and brushed Jim's hair, she said; "You need a hair cut, we will go to the barber when you come home today."
Have the child answer two questions.
Whad did mother say?
What did mother do to Jim's hair?
Where was Jim going in the morning?
Where were mother and Jim going after school?

Wednesday
Introduction:
Read "The Truck and Bus Book" to the child through the page about the mail truck.
Have the child turn to the page about the mail truck.
Ask the child questions about the page.
What does the mail truck carry?
What is the postman doing?
Show me letters and packages.
What do you put on letters when you mail them?
Show me the mail box. What is in the mail box?
Do you have a mail box near your home?
The child should be able to answer two questions.

Thursday
Introduction:
Read "The Truck and Bus Book beginning with the page after the Mail truck. Have the child choose a page. Ask the child two questions about the page that require more than a one word answer.

Friday
Introduction:

Criterion Test

Give the child a Truck and Bus Book.
Have the child open the book on the page about the school bus.
Tell the child a story about the bus.
The school bus is picking up the children to take them to school. Three children are on the bus. It has stopped to pick up five children, two boys and three girls. One boy is carrying his books. The books are red and blue.
What is the bus doing?
How many children are on the bus?
How many boys are getting on the bus?
How many birls are getting on the bus?

Can the child answer two questions?

EVALUATION: The child will answer two questions after listening to a story.

REINFORCEMENT:

The child will be able to answer one question about a story.
If the child can answer two questions, give him additional questions to answer

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After listening to a story, the child will be able to follow two instructions.

MATERIALS: colored dominoes, red, blue, yellow cubes

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his name and birthday.

Monday
Introduction:
Read the child the following story. I have some colored Dominoes. I am going to share them with you. Take three dominoes, then match the ends of two that are the same color, put the third domino on top of the two that you have matched.
Have the child do this activity as the story is read. Then read the story again, have him do the activity after the story is read.

Tuesday
Introduction:
Materials - Red and blue cubes
Read the following story to the child, then give him the blocks and have him follow the instructions in the story.
Story: Mary went to Jim's house to play with the blocks. Mary put all the blocks in the center of the table. She told Jim to take two red blocks and two blue blocks. Then she told him to put the blue blocks on top of the red blocks.
If the child has difficulty, demonstrate the activity as the story is read. Read the story a second time, then give the child the blocks to follow instructions.

Wednesday
Introduction:
Say to the child, Today we are going to play a game. I am going to place blue and red cubes on the table. As I read a story you do as I tell you.
Story: Mary went to the block corner to play (take a blue cube.) She wanted to build a house (take a red cube.) She put some blocks on top of each other (take two red cubes.) She made a small house with the blocks (put one cube on top of another cube.)

Thursday
Introduction:
Place twelve colored cubes on the table (4 blue, 4 red, and 4 yellow)
Give the child the instructions first and then have him follow them.
Instructions: Take two blue, two yellow and two red cubes, place the two red cubes and one blue cube in a row in front of you. Place one yellow and one blue cube on top of the two red and one blue cube. Repeat if necessary.

Friday
Introduction:
Criterion Test
Place four blue, four red and four yellow cubes on the table.

> Can the child place two red cubes on top of two blue cubes and a yellow cube on top of one red cube?
>
> Can the child place a red, blue and yellow cube in the sequence named on the table?
>
> Can the child place two red cubes on two yellow cubes and a blue cube behind the red cubes?

EVALUATION: Each child should be able to follow two instructions

REINFORCEMENT:
Give only one instruction if the activity is too difficult.
Increase the number of instructions if the child can follow two instructions with ease.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After listening to a story and asked two questions by the teacher the child will answer two questions.

MATERIALS Books-"Nature Wonderland," Adventures in Color or similar books

PRESCRIBED ACTIVITIES:

Introduction:
Have the child repeat his full name and birthday.

Monday
Material - Book, "Nature Wonderland"
Introduction:
Read the story on pages 4 and 5. Identify all the pictures for the child. Then have the child identify the pictures on pages 4 and 5. Read page five again. Ask the child two or more questions on page 5.

Tuesday
Material - Book - "Nature Wonderland," pages 10 and 11
Introduction:
Read page 10 to the child. Have the child look at the pictures on page 10.
Say to the child, Find the brown cow, pink pig, and white goat.
Then say: Find the black bear, the orange goldfish and yellow duckling.
Have the child find a gray toad, a green turtle, and blue butterfly.
Name three pictures on page 10, have the child name them in sequence.
If he cannot name three pictures, sequence two pictures.
Follow similar procedure using page 11.

Wednesday
Material - Book - "Adventures in Color"
Introduction:
Open the book, "Adventures in Color," to pages 6 and 7. Read the questions on the two pages, one at a time. As soon as the child has named all the things that are red, then have him name blue things, then yellow things, and last green and orange things.
Have the child find something red and tell how it is used.
What two things are yellow and are eaten at the same time?
Name all the orange things that can be eaten.

Thursday
Material - Book - "Adventures in Color"
Introduction:
Read pages 14-15 and 16
Ask the questions on page 14.
Have the child look at page 15.
Ask the child to tell on what holiday we see red stockings and red flowers.
Have the child name two things that are black and on what holiday we see them.
Read page 16 to the child, ask two questions about each picture.
Find a white polar bear, tell two things he is doing.
Tell two things the green frog is doing.
Tell where the beaver is hiding and why he is hiding here.

Friday
Introduction:

Criterion Test

Read page 16 of "Adventures in Color" to the child.
Can the child answer two of the questions asked on Thursday?

EVALUATION: The child will be able to answer two questions after listening to a story.

REINFORCEMENT:
Have the child tell one thing about the page that was read. Proceed to three or more questions if the child can answer two.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After listening to a story read by the teacher the child will answer three questions.

MATERIALS: Form Books - "Truck and Bus Book," "Car Book" "Apple Book," "Cat and Baby Animal Book" or similar books

PRESCRIBED ACTIVITIES:

Introduction:
My name is ------------.
Have the child say My name is ------ and give his street and house number.

Monday
Introduction:
Read the "Truck and Bus Book."
Ask the child two questions about the story.

Tuesday
Introduction:
Read the "Car Book."
Ask the child two questions about the story.

Wednesday
Introduction:
Read the "Apple Form Book."
Ask the child three questions about the story.

Thursday
Introduction:
Read the "Cat Form Book."
Have the child tell three things about one page in the book.

Friday
Introduction:
Criterion Test
Read the "Baby Animal Form Book."
Can the child answer three questions about the story?
Can the child answer three questions about another story?

EVALUATION: The child will be able to answer three questions after listening to a story.

REINFORCEMENT:
Ask the child one or two questions then add more questions as the child is able to answer them.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After listening to a story, the child will be able to tell three things about the story.

MATERIALS: Story of "The Night Before Christmas," and Books -
"A Box Tied with a Red Ribbon," "Melinda's Christmas Stocking."

PRESCRIBED ACTIVITIES:

Introduction:
My name is -------.
Have the child recall an incident.

Monday
Introduction:
Material - Book - "Do You Know What"
Read the story, "Do You Know What"
My name is ----------.
Discuss the names with the child.
Ask the child if he has different names.
Can he tell what some of them are?
Have the child choose a page and tell two or more things about the picture on the page.

Tuesday
Introduction:
Material - Book - "Melinda's Christmas Stocking."
Turn to the page with Melinda looking in her stocking.
Have the child tell what he thinks is in the stocking.
Ask the child two questions about the story.
What did Melinda find in her stocking?

Wednesday
Material - Book - "A Box Tied With A Red Ribbon." - Bomar Series
Introduction:
Read the book "A Box Tied With a Red Ribbon."
Ask the child to tell something about the story.
Ask the child two questions about the story.

Thursday
Introduction:
Material: Story "The Night Before Christmas"
Have the child tell three things about the story.

Friday
Introduction:
Criterion Test

Have the child tell three things about the Book "A Box Tied With a Red Ribbon."
Have the child tell three things about "Melinda's Christmas Stockings."

EVALUATION: The child will be able to tell three things about a story.

REINFORCEMENT:
The child will be able to tell one thing about each story.
The child will be able to tell four things about each story.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription:

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Given a selection of food containers, the teacher will name three items, the child will repeat the items named in sequence.

MATERIAL: empty food containers- green beans, tomatoes, orange juice, tuna, apple sauce, tomato juice, peas, margarine, paper sack or others.

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his name and birthday.

Monday
Introduction:
Last week we shopped for two foods. Today we are going to shop for three and then four foods. Place the food containers on the table. Have the child identify all the containers. Name three items, have the child repeat the name of the three items in sequence, then have him pick up the items in sequence as he names them. Repeat this activity until the child can pick up three items in sequence, three times.

Tuesday
Materials: 7 empty food containers - paper sack
Introduction:
Place the food containers in the center of the table. Tell the child a story about going to the grocery store. Tell him tp pick out the foods that are named in the story and place them in a paper sack.
Story:
Friday morning, mother sent John to the store to get peas and applesauce.
(Pause while the child chooses the food containers and places them in a paper sack on the table.)
She also sent for tomato juice and orange juice.
(Pause while the child places the containers in the sack)
Mother, also, needs tuna fish, tomatoes and margarine.
Repeat the story if the child has difficulty with the sequence.

Wednesday
Introduction:
Place seven food containers on the table. Identify contents of each container.
Have the child name three food containers.
Have the child place them on the table in sequence.
If the child sequence three then name four food containers.
Repeat sequence of four containers, have the child give a sequence of the first three named.
Repeat sequence of four containers, have child name four in sequence.

Thursday
Introduction:
Repeat Wednesday's lesson using different food containers.
Sequence three food items.
Give the child three different sequences.

Friday
Introduction:

Criterion Test:

Can the child sequence three of five food items named?
Can the child sequence more than three items?

EVALUATION: The child will be able to sequence three food items named by the teacher.

REINFORCEMENT:
The child will be able to sequence two food containers named by the teacher.
The child will be able to sequence five food containers named by the teacher.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Child will sequence three foods named by the teacher

MATERIALS: coffee can with three smaller food containers inside
five fruits, models or pictures, five vegetable pictures,
five pictures of familiar groceries

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his name and birthday

Monday
Introduction:
Place a coffee can on the table with three small food containers inside. Open the can, instruct the child to take out other cans. Identify each food container. Then have the child close his eyes.
Have him listen while three things are named to buy at the store.
Tell him to open his eyes and choose the three items.
Give the child three turns to choose three different items named by the teacher.

Tuesday
Introduction:
Place five fruit models on the table.
Have the child identify the fruit. Then place corresponding pictures of the fruit models on the table, have the child choose a fruit model and place it on the corresponding picture.
Have the child "play like" he is going shopping.
Name three fuits for the child to purchase.
Have him place the fuit models in front of him in sequence.
Repeat at least three times changing sequence each time.

Wednesday
Introduction:
Repeat Tuesday's activity substituting vegetable models for fruit models.

Thursday
Introduction:
Materials - 5 pictures of foods
Place the pictures face up on the table.
Point to a picture and have child identify it.
Name three foods, have the child pick up three corresponding pictures.
If the child can choose three, name four.
Name three in sequence.
Example:
Choose an apple, orange and head of lettuce.
Give the child three different sequences to follow.

Friday
Introduction:

Criterion Test:

Can the child match food models to food pictures?
Can the child sequence three foods named by the teacher?

EVALUATION: The child will be able to sequence three foods named by the teacher.

REINFORCEMENT:
Have the child sequence two food items.
Have the child sequence four and then five items.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After listening to a nursery rhyme or other story the child will be able to recall two facts.

MATERIALS: Story books from Shape Books (Animals)

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his name and address.

Monday
Introduction:
Read the book "Baby Animal Book."
Give the child a shape book. Have him look at the pictures in the book. Read the book to the child, turn through the book again. Have the child tell two things about a page in the book. Turn to another page in the book, show the child the picture, have him tell at least two things about the page.

Tuesday
Introduction:
Read the book "The Smiley Lion Book"
Give the book to the child, let him turn through the book again. Have the child tell two things about a page in the book. Turn to another page in the book, show the child the picture, have him tell at least two things about the page.

Wednesday
Introduction:
Use the same procedure with "The Tiger Book"

Thursday
Introduction:
Use the same procedure with "The Nest Book."

Friday
Introduction:

Criterion Test
Can the child recall two facts about each story?

EVALUATION: After listening to a story the child will recall two facts.

REINFORCEMENT:
Have the child tell about one thing on a page.
Have the child tell about three things on the page.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Given a sequence of pictures of fruits and vegetables, the child will respond by choosing the correct sequence.

MATERIALS: Teaching pictures from Foods and Nutrution no-9,10,11, 12
Fruit and Vegetable pictures from Peabody kit.

PRESCRIBED ACTIVITIES:
Introduction:
Have the child give his full name and address.

Monday
Introduction:
Show the child picture number 9. Have him identify each fruit in the picture. Discuss the color of the fruit. Have the child point to and identify the fruit he likes best. Have a Peabody Kit picture to correspond to each fruit in the picture. Turn the pictures face up. Have the child pick up three pictures named.

Tuesday
Introduction:
Material - Picture number 10
Repeat Monday lesson using vegetables instead of fruit.

Wedesday
Introduction:
Repeat the lesson taught on Monday using 6 fruit and 6 vegetable pictures. Give the child a mixed sequence of fruits and vegetables.

Thursday
Introduction:
Tell the child a story. As the story is told, have him shop for the food items named in the order given, using the pictures of fruit and vegetables. Give him a container to hold the pictures of food, he selects.
Story:

> Mary went to the store with her mother. Mother told her to put an apple, a banana and an orange in the shopping basket. Mother pushed the basket down the aisle to the vegetable section. She asked Mary to place lettuce, tomatoes and carrots in the basket. Make other food sequences for the child to follow.

Friday
Introduction:

Criterion Test
Can the child sequence three fruits?
Can the child sequence three vegetables?

EVALUATION: The child will be able to sequence pictures of fruit and vegetables named by the teacher.

REINFORCEMENT:

The child will sequence two fruit or vegetable pictures.
The child will sequence four or five fruit or vegetable pictures.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After hearing two phrases describing an object, the child will be able to name the object.

MATERIALS: Rabbit, basket, egg, Easter bonnet

PRESCRIBED ACTIVITIES:

Introduction:
Have the child give his full name, street address and birthday.

Monday
Introduction:
Sit with the child, say;
Today, I have several objects. I am going to tell you about one of the objects. I want you to find it for me after I have told you two things about it. It is big. It is pink. It has a blue hat. Guess what it is?
The child will say, It is a rabbit.
Describe the egg. It is pink. It is oval. The child will answer It is an egg.

Tuesday
Introduction:
Sit with the child, say;
Today,I have three things. I want you to look at them. Find something that is white. It has something green under it. (Small rabbit) Can you tell me something else about it? Describe another article in the room.
Have the child describe something in the room that pertains to Easter.

Wednesday
Introduction:
Materials: Two baskets, two circles, two squares, two plastic eggs, two rabbits
Sit with the child. Place the materials on the table. Say to the child, Take a basket. I am going to describe one of the objects on the table. When you think you know what it is, take it from the table and put it in your basket. (Describe a rabbit, an egg and the circle).

Thursday
Introduction:
Repeat Wednesday's lesson, describing different objects for the child to place in the basket.
Have the child describe an article.

Friday
Introduction:

Criterion Test

Can the child name an object after hearing two phrases that describe it?

Can the child describe an object?

EVALUATION: The child will name an object after hearing a description of it.

REINFORCEMENT:
The child will be able to name an object after hearing four or more phrases describing the object.
The child will be able to name an object that has been placed out of sight, upon hearing two phrases describing it.

SPECIAL EDUCATION COMPONENT

Special Education Individual Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: The children will be able to follow two directions given by the teacher.

MATERIALS: stamps and envelopes

PRESCRIBED ACTIVITIES

Introduction:
Have the child give his full name and street name.

Monday
Introduction:
Sit with the child at the table. Place four red stamps and a white envelope on the table. Let the child examine them. Say to the child, Today I am going to tell a story. Listen carefully so that you can do what the story tells you to do.
Story:
There was a boy named Jim. He picked up two red stamps and put them in the white envelope on the table. A letter came in the envelope.
Ask the following questions:

What color are the stamps?
How many stamps are there?
Who put them in the envelope?

Tuesday
Introduction:
Materials - 3 (6¢ stamps) 1 envelope
Tell the child. I am going to read you a story. As I read the story do what it tells you to do.
Story:

The children from Central Cities went to the post office. They saw many letters. (Hold up the letter that you have, then turn it over and place it on the table in front of you.) The children mailed a letter to their class. A stamp was placed on the letter. (Put two stamps inside the letter you have in front of you).

Wednesday
Introduction:
Say to the child, Today we are going to play a game. I have a picture. It is of a city, it has many houses, cars and people in it.
Ask the child to look at the picture and find the following:

Find a postman and a mail box.
Find a playground and a boy.
Find a bus and a car.
Find a home and a mother.
Find a father going to work and a child mailing a letter.

Thursday
Introduction:
Place a collection of eight stamps and six stamped envelopes on the table. Have the child sort the envelopes putting those with the same kind of stamp together. Have the child sort the stamps that are alike, then match the stamps to the stamped envelopes.

Friday
Introduction:

Criterion Test

Can the child find three stamps that are alike?
Can the child put two stamps with flags on them together?
Show the child three pictures. Can he choose two that have something to do with mail.

EVALUATION: The child will follow two instructions given by the teacher.

REINFORCEMENT:
The child will follow one instruction such as find two red stamps.
The child will follow three or more instructions such as find a red stamp, place it in an envelope an hand the envelope to the teacher.

Thursday
Materials- stamps and envelope
Introduction:
Place the stamps on the table. Have the child choose a variety of stamps.
Have the child tell two things about the stamps he has choosen.
Tell the child to choose a stamp that will match one of his stamps.
Ask if the stamps have the same number on them.
Place the stamps in the center of the table and have the child sort the stamps that are alike.

Friday
Introduction:

Criterion Test

Place the envelopes and stamps on the table.
Can the child sort the envelopes that have stamps that are alike together?
Can the child tell what the numbers are on the stamp?
Can the child sort objects that are associated with the post office?
Can the child identify objects that start with the "P" sound?

EVALUATIONS: The child will be able to name articles beginning with the letter "P" and choose objects associated with the post office.

REINFORCEMENT:
The child will name two objects that start with the "P" sound and choose one object associated with the post office.
The child will be able to name additional objects that begin with the "P" sound and choose four objects associated with the post office.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When given three instructions by the teacher the child will follow the instructions.

MATERIALS: cup, spoon, book cube, crayon, 2 puppets (one mother puppet and one child) pictures of cat, hat, bat

PRESCRIBED ACTIVITIES:

Introduction:
Good morning My name is ---------------.
Have the child repeat his full name and street name.
Have the child recall an incident each day.

Monday
Introduction:
Take the mother puppet and give the child a hand puppet of a child.
Show the child the objects (a cup, a spoon, a book, a cube, and a crayon).
Give the child three directions using the puppet.
Have the child follow the directions using a puppet.
Put the crayon and the cube on the book.
Put the spoon on the book, the cup on the book and the crayon beside the book.
Put the crayon on the book, the cup beside the book and the cube in the cup.
Put the cube in the cup, the cup on the book and the crayon beside the book.
Have the child give instructions to the teacher.

Tuesday
Introduction:
Recall an event.
Using the puppets, give the child three instructions to follow.
Open the book, place the cube on it, place the cup above the book.
Close the book, put the spoon on the book and the cup on the book.
Show me what you do with a spoon and a cup.
Pick up the cup, put it in front of me, put the spoon beside it.
Give the child beside you the spoon, the person in front of you the cup and you keep the book.

Wednesday
Materials - pictures of cat, hat, bat and puppets
Introduction:
Recall an event.
Put the pictures on the table.
Tell the child to pick up the picture of the hat with the puppet.

Have the puppet say, This is a hat. It is (color), a man wears it.
Repeat this procedure with the other pictures.
Ask the child if cat, hat, bat have a sound that is alike.
Have him repeat the words sounding the final "T".

Thursday
Introduction:
Materials: book, cup, spoon, crayon and puppet.
Have the child take the puppet, place the objects on the table.
Have the child put the cup on the book and the crayon beside the book using the puppet.
Give four or five instructions with three things to do.
Put the spoon on the book, the crayon in the cup and the cup on the book.
Place the book in front of the teacher, the cup beside the spoon in front of you and the crayon on the book.
Give additional instruction.

Friday
Introduction:
Recall an event.

Criterion Test

Can the child follow three instructions?

Give the child five of the instructions given on Monday and Tuesday.

EVALUATION: The child will be able to follow three instructions.

REINFORCEMENT:
Give the child one, and then two instructions to follow.
Give the child four instructions to follow.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After listening to a story the child will be able to name three farm animals in sequence or recall a story in sequence.

MATERIALS: Farm animals, milk pictures and models

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his full name, street address, birthday.

Monday
Introduction:
Tell the child a story about a farmer.
The children from Central Cities rode on a bus to a farm to see the animals.
The children saw cows, horses, and chickens at the farm.
(Hand me the animals I just named.)
The cows were eating hay, they give milk.
(Hand me a calf and a cow.)
The children went into the barn, they saw horses, cows, and a dog.
(Hand me the animals I just named in sequence.)

Tuesday
Introduction:
Show the child the pictures of the farm. Have the child identify all the animals in the picture.
Place the baby animal pictures on the table.
Have the child place the calf, duckling, and lamb on the corresponding animals on the large picture.
Give the child a different sequence of three pictures to choose and match to the large picture.

Wednesday
Introduction:
Material: A story book about the farm such as "The City-Bred Pig"
Read the first part of the book about "A Trip To The Farm."
Have the child tell what the family saw on the way to the farm.
What kind of an animal was Betty looking for?
Have the child tell about their trip to a farm.

Thursday
Introduction:
Place the models of a cow, calf, horse, pig and dog on the table.
Name three animals, have the child pick the animals up in the sequence named.
Do this four or five times using different animals.

Friday
Introduction:

Criterion Test
Place five animal models on the table.
Name three of them.

Can the child respond to three different sequences named?

EVALUATION: The child will name three farm animals in sequence or recall a story in sequence.

REINFORCEMENT:
Have the child sequence two animals and recall two things about a story in sequence.
Have the child sequence four animals and recall four things about a story in sequence.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: The child will be able to name three animals named in a story or observed in a picture or recall a story on a page in a book

MATERIALS: "The Zoo Shape Book"; Teaching Pictures from "A Trip to the Zoo"

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his full name, street address and birthday.

Monday
Introduction:
Give the child a shape book.
Read the "Zoo Shape Book" through the page about the Panda.
After the book is read, have the child tell which animal he likes best.
Have the child find a picture of a giraffe, a leopard and a camel in the book.
Name three animals, then have the child find them in his book. Name three different animals for the child to find in the book.

Tuesday
Introduction:
Material - "A Zoo Shape Book"
Give the child a "Zoo Shape Book".
Read the "Zoo Book" from the Zebra story to the end of the book.
Have the child follow in his book.
Have the child choose one page of the book. Have him tell what he can recall about the page.
If he cannot recall anything about the page, read it again.
Then have him recall what was read.
Name three animals for the child to find in the book.
Give the child three different animals to find several times.

Wednesday
Material - Teaching Pictures from "A Trip to the Zoo" # 7 and 9
Introduction:
Place picture number 7 on the table.
Have the child look at it.
Have the child name the animals, ask the child, What are the animals doing? (One is jumping, one is eating a banana, one is holding on to its mother, two are just sitting.)
Have the child tell at least two things.
Tell a story - The children went to the zoo. They saw many animals. They saw monkeys playing and eating.
Have the child point to a monkey eating, to a monkey jumping and one carrying her baby.

Place the picture # 9 on the table.
Have the child look at the picture.
Tell him a story about the picture.

> The Zoo Keeper is feeding fish to the Seals. The seals jump into the air to catch the fish in their mouths. Two boys and a girl are watching the Zoo Keeper.

Ask the child the following questions?

> What is the Zoo Keeper feeding the seals?
> Answer - He is feeding the seals fish.
> What did the seals do to get the fish?
> Answer - The seals jumped in the air. (Complete sentence is acceptable)
> Name the people watching the Zoo Keeper.

Thursday
Introduction:
Material - Teaching Pictures, "A Trip To The Zoo" # 1 and # 4
Show the picture of the elephant to the child. Have the child describe the elephant. Then tell the child a story.

> The children saw the elephants at the zoo. They saw a big elephant and a little elephant. The big elephant was taking a bath. Three children were watching the elephant take a bath. The children saw a lion and two cubs. The cubs were playing.

Ask the child the following questions.
What did the children see?
What was the elephant doing?
What were the baby lions doing?

Friday
Introduction:

Criterion Test
Place models of the elephant, lion, giraffe and camel on the table.
Can the child pick up three animals in order that you name?
Give the child a sequence of different animals.
Can the child recall two things after listening to a story?

EVALUATION: The child will sequence three animals and recall two things about a story.

REINFORCEMENT:
The child will sequence three animals and recall one thing after listening to a story.
The child will sequence four animals and recall four or more things about a story.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When pictures are presented to a child and a story is told by the teacher the child will repeat the story and follow instructions given.

MATERIAL: Pictures of a boy fishing, ducks swimming and red, blue, yellow and green crayons

PRESCRIBED ACTIVITIES:

Introduction:
Have the child tell his full name, his address and his age and birthday.

Monday
Introduction:
Sit with the child.
Show him a picture of a little boy fishing.
Tell a story about the little boy.
Have child supply missing words.

> "It was a nice warm spring day. Jim decided to go ________.
> He put a hat on his ________. He found a can and a shovel and
> dug up some ________ for bait. He went to the lake.
> Jim put a worm on his fish hook. What do you think happened?"

Let the child complete the story.

Tuesday
Introduction:
Sit with the child.
Give him the picture of the little boy fishing.
Give the following instructions.
Help Jim catch a fish. Put your red crayon on the fish and draw a line to Jim's fish hook. Put your blue crayon on the next dot and follow the line. Place your green crayon on the next dot and follow the line. Color the tree and the grass green.
Teacher will keep picture.

Wednesday
Introduction:
Sit with the child.
Give him the picture of the boy fishing. Have him complete the picture.
Give the following instruction.

> Color the little boy's hat yellow. (Wait for him to complete the activity each time). Color his pants blue. Color the water blue. Choose any color you would like for his face, hands and feet.

Thursday
Introduction:
Sit with the child.
Show him a picture of some ducks. Tell him a story.

> "One day four little ducks went for a swim. They saw a little boy fishing. They went swimming to him to see what he was doing. Put your red crayon on the dot in front of the big duck and follow the line to the edge. Put your yellow crayon on the dot in front of the little ducks with hats on and follow the line to the edge of the page. Find the duck without a hat. Put your blue crayon on the dot, follow the line to the end."

Friday
Introduction:

Criterion Test

Can the child tell a story about a little boy fishing?

Give the child the picture of the ducks, have him color the big duck yellow, the hats on the little ducks blue and the scarf on the little duck red. Can he follow these instruction?

EVALUATION: The child will complete a story told by the teacher and follow instructions given by the teacher.

REINFORCEMENT:

Tell a short story, have the child retell the story.

Tell the child a rebus story. Have him repeat the story as told. Tell a story leaving out words, have the child fill in the missing words.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After listening to a story read by the teacher the child will identify one or more vehicles and tell two things about the story.

MATERIALS: Books - "The Car Book", "Flyin' With A Lion",
"Friendly Workers Visit Larry"

PRESCRIBED ACTIVITIES:
Introduction:
Have the child tell his full name, address and birthday.

Monday
Introduction:
Sit with the child.
Recall the names of vehicles that he knows such as car, airplane, bus and truck. Give the child a "Car book." Read the book to the child.
Turn to the page with a police car.
Have the child identify the vehicle and tell two things about it.
(He should answer it has blinking lights and a siren).
Have the child name three other vehicles pictured in the book that he has seen or ridden in.

Tuesday
Introduction:
Sit with the child.
Read the book "Flyin" With A Lion."
Ask the child two questions about the story.
What kind of a vehicle is named in the story?
What did the little boy think was in the vehicle with them?
Why do you think the little boy thought there was an animal?
Have the child tell what he liked best about the story.

Wednesday
Introduction:
Sit with the child.
Read to him from the book "Friendly Workers Visit Larry."
Read the book through page 19.
Have the child find three vehicles and tell the kind of helpers in each one. The vehicles named by the child should be a motorcycle ridden by a delivery boy, a pick-up truck driven by a painter and a panel truck driven by the television repair man.

Thursday
Introduction:
Sit with the child.
Read the rest of the book, "Friendly Workers Visit Larry"
beginning with page 20.
Have the child find three vehicles and name the helpers that helped
Larry's family.

Friday
Introduction:

Criterion Test

1. Can the child find two vehicles and tell two thing about "The Car Book?"

2. Can the child name one vehicle and tell two things about the story "Flyin' With A Lion?"

3. Can the child find four vehicles and tell two things about the book "Friendly Workers Visit Larry?"

EVALUATION: The child will be able to identify one or more vehicles in each story and tell two things about the story.

REINFORCEMENT:

Have the child tell one thing about each story.

Have the child name all the vehicles found in the stories and tell three or more things about one story.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After listening to a story and asked by the teacher to name three vehicles, the child will be able to do so.

MATERIALS: Book -"Mac, The Fire Fighter"
small cars, planes, trains, plastic models of
cat, dog, cow

PRESCRIBED ACTIVITIES:
Introduction:
Have the child repeat his full name, address and birthday.

Monday
Introduction:
Sit with the child.
Read half of the book, "Mac, The Fire Fighter."
Have the child name three vehicles named in the story.
He should name roaring trucks, jet planes and an oil truck.
Have the child name other sounds that Mac heard such as a knock on the door, thumps on the roof, birds fussing.

Tuesday
Introduction:
Read the remainder of the book "Mac, The Fire Fighter" beginning with the page telling about a match thrown in dry leaves.
Have the child name as many different sounds as he can that were named in the story. Have the child name one vehicle that was named and tell why it came to Mac's home.

Wednesday
Introduction:
Sit with the child, say, Today, I am going to tell you a story. I am going to describe some vehicles. I want you to tell me their names.

> "Sammy was going to town with his mother. They heard a siren, his mother pulled the car over to the side of the street. A fire truck passed them with sirens going. As mother and Sammy drove along the street, they passed a large vehicle at a filling station. It was an oil truck delivering supplies to the station. Mother and Sammy parked in the parking lot and as they walked to the store they saw a vehicle parked at a mail box. It was a mail truck picking up the mail."

Have the child identify the three vehicles named in the story.

Thursday
Introduction:
Sit with the child.
Place pictures or models of airplanes, cars, trains and cat,dog, cow on the table.
Tell the child you will make different sounds and he is to choose the picture or model that makes the sound. Make sounds or use a record or tape of sounds of a car, truck, train, plane, cat, dog and/or cow. Have the child choose the model or picture that corresponds with the sound heard. Have the child separate the vehicles from the animal pictures or models.

Friday
Introduction:

Criterion Test

Can the child recall the name of three vehicles named in the stories?

Can the child match the objects to the sounds?

Can the child sort vehicles from animals,models or pictures?

EVALUATION: The child will name three vehicles after listening to a story.

REINFORCEMENT:

The child will name two vehicles described in a story.

The child will name four or more vehicles named in the story and match vehicles to sound.

SPECIAL EDUCATION COMPONENT

Individual Special Education Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After hearing a discussion or a story about tools used by mother, father, a plumber and a carpenter, the child will identify the tools used by each.

MATERIALS: Pictures of tools and the helpers that use them.
Teaching Pictures - Community and Home Helpers

PRESCRIBED ACTIVITIES:

Introduction
Have the child give his full name, street name, birthday and the day of the week.

Monday
Introduction:
Sit with the child.
Show them pictures of a mother working at home.
Discuss what she is doing. Discuss the kinds of tools mother uses at home. Display pictures of a broom, mop, sponge, brush, dust mop and dust cloth. Identify each tool. Have the child identify each tool.
Describe three tools, have the child guess the tools that were described.
Call a sequence of three tools.
Have the child repeat the sequence. Do this three times.

Tuesday
Introduction:
Sit with the child. Display a picture of father working at home.
Discuss the tools father is using.
Have the child name the tools father is working with. The tools may be hammer, saw, nails and others. Name three tools in sequence such as hammer, saw, nails, have the child repeat the sequence. Give the child three different sequences of tools.

Wednesday
Introduction:
Sit with the child.
Display a picture of a plumber.
Tell the child a story about a plumber.

> "John was washing his hands. The water would not drain out of the sink. He told father about it. Father could not fix it as he did not have the right tools. Father called the plumber. The plumber came with his tool box. He took a wrench and removed the drain. He found a button and a rubber hand in the drain. The plumber told John and father that many things clog a drain. Some of them are grease, bones, pieces of food, rubber hands, buttons, string and rubber bands."

Have the child answer three questions. Who fixed the clogged drain?
What kind of tools did he use?
Name three things that can clog a drain?

Thursday
Introduction:
Sit with the child.
Display a picture of a carpenter. Discuss what Carpenters do.
They build houses.
They build sand boxes.
They build buildings.
Display pictures of carpenter tools such as hammer, saw, nails, screw driver and ruler. Identify each tool. Have the child identify each tool.
Describe how a tool is used, have the child guess what it is.
Begin with auditory clues then pantomime if necessary.

Friday
Introduction:
Sit with the child.

Criterion Test:

Show the child pictures of many tools.
Can he circle with red all the tools that mother uses?
Can he draw a blue line under two tools that father uses?
Can he circle with yellow one tool a plumber uses.
Can the child color three tools green, that the carpenter uses?

EVALUATION: The child will identify tools used by mother, father, a plumber and a carpenter.

REINFORCEMENT:

Have the child identify one tool used by mother, father, a plumber and a carpenter.

Have the child identify four tools used by mother, father, a plumber and a carpenter.

Suggested Materials for Auditory Prescriptions*

Blindfolds	Teacher made
Color Cubes	Playskool Mfg.
Colored Dominoes	
Crayons	
Food Pictures	Dairy Council
Family Models	My Home and Family Kit, Instructo Product Co. or Creative Playthings
Geometric Shapes	Stick-o-mat, Judy Company
Models of small cars, planes	Variety store
Musical Instruments	Creative Playthings
Postage stamps Envelopes	New or cancelled
Puppets	Teacher made or readymade
Teaching Pictures	David C. Cook

---

* Suggested Commerical Materials may be found at SEIMC

Books for Auditory Prescriptions

Anderson, Edna A. Mac, The Fire Fighter, T.S. Denison and Company, Inc. Minneapolis, Minn. 1959.

Baker, Marybob. The Smiley Lion Book, Golden Press, 1964.

Daly, Kathleen N. The Nest Book, Golden Press, 1968.

Davis, Daphne. The Baby Animal Book, Golden Press, 1964.

Dugan, William. The Car Book, Golden Press, 1968.

Dugan, William. The Truck and Bus Book, Golden Press, 1966.

Jaynes, Ruth M. Watch Me Outdoors, Bowmar Publishing Corp. 1967.

Laird, Jean E. Lost in the Department Store, T.S. Denison and Company, Inc. 1964.

Martin, Dick. The Apple Book, Golden Press, 1964.

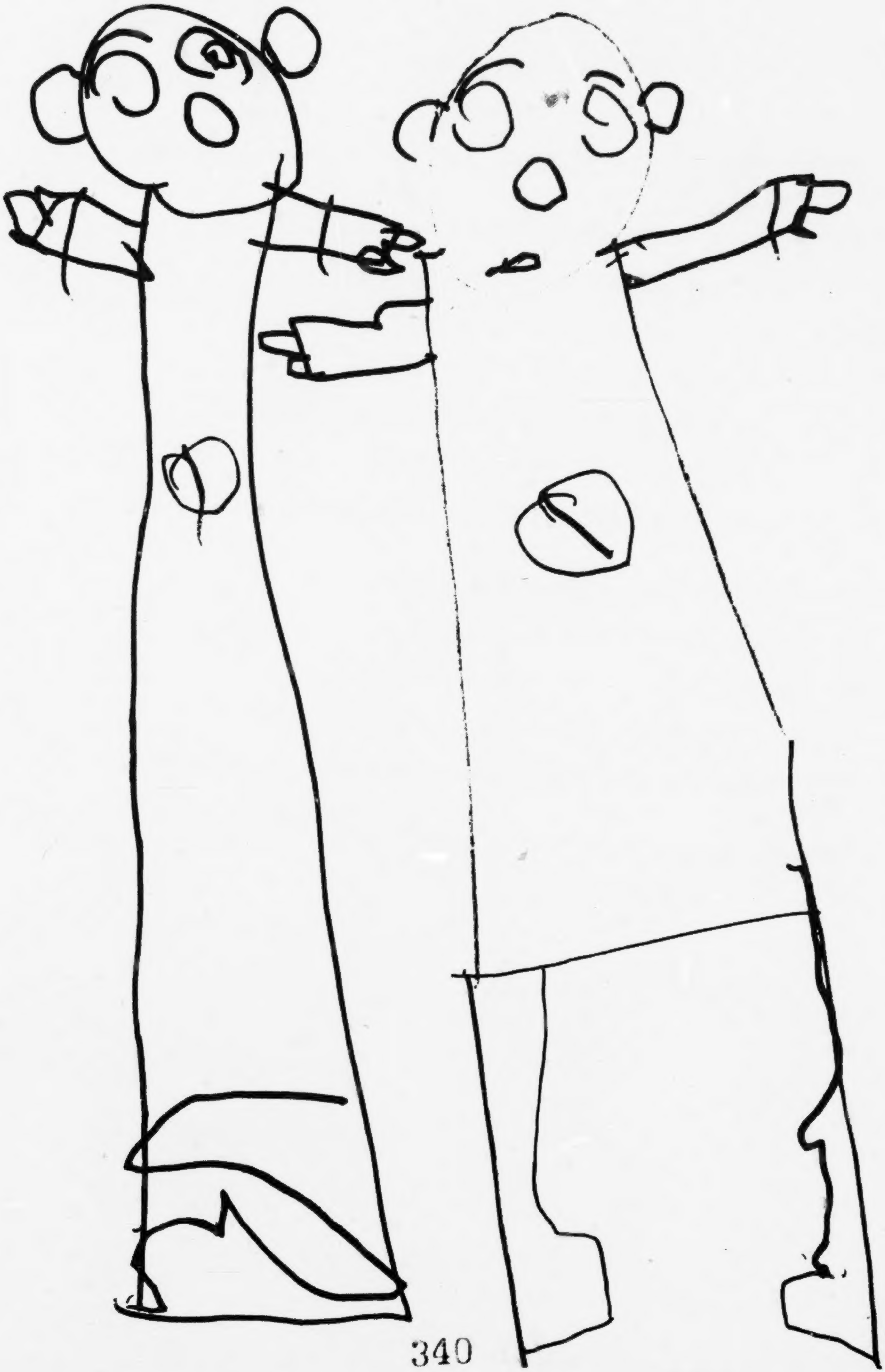
Pfloog, Jan. The Cat Book, Golden Press, 1964.

Pfloog, Jan. The Dog Book, Golden Press, 1964.

Pfloog, Jan. The Tiger Book, Golden Press, 1965.

Keit, Seymour. Adventures with Color, Golden Book Educational Services, Inc. 1963.

Shortall, Leonard. The Hat Book, Golden Press, 1965.



Language Development Educational Prescription

Auditory Training

Auditory training activities begin with the most basic of skills and proceed through various levels of difficulty to the demanding tasks of hearing and identifying the phonemic elements which constitute spoken language. Much of the child's future school success will be dependent upon his auditory skills.

In presenting an auditory program the teacher proceeds from one activity to the next as the child's ability permits. Only when he has exhibited ability to perform one activity should he proceed to an increasingly difficult task. The teacher always allows the child to stop with a feeling of success. If the child has difficulty performing an activity, it is better to adjust the tasks to his ability and terminate on a successful accomplishment.

New sounds as well as new concepts are presented to the child in the three period lesson which is described on page 19.

Once the child has exhibited some skill in auditory activities, it is practical to present simultaneously two activities intended for improvement of different auditory skills. For instance, a child may be given practice in recognizing voices, a discrimination skill, at the same time that he is practicing an auditory memory activity such as following one command.

Terminal Objectives

Sound Discrimination - After hearing a sound in the absence of visual cues, each child will name the sound.

Sound Localization - When the teacher makes a sound, each child will indicate with a prearranged signal that he is aware of its location.

Response to Sound - When the teacher makes a sound, each child will respond in an appropriate manner.

Auditory Memory - When the teacher presents meaningful or nonmeaningful material, the child will demonstrate his ability to retain auditory information by repeating the material of by following instructions.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Upon hearing instruments with different sounds such as a drum or triangle sounded out of sight, the child will identify the instrument making the sound.

MATERIALS: drum,triangle

PRESCRIBED ACTIVITIES - Gross Differences In Sound

1. Show the children the drum and say, "This is a drum." Ask, "What is this?" Have the child repeat the phrase, "This is a drum."
2. Show the children the two instruments and demonstrate their sounds. Put the instruments out of sight, sound one, have a child point to the instrument which made the sound.

EVALUATION: The child will be able to identify instruments that are sounded out of sight.

REINFORCEMENT:

1. Sound two instruments out of sight of the child, then have him name the one sounded.
2. Add a third instrument for the child to identify from the sound.
3. Let the children take turns making the sounds to be identified.
4. Substitute any two objects that have distinctive sounds which are distinctly different.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Upon hearing instruments of similar tone such as a bell, triangle or cymbals and asked by the teacher to identify the instrument in the absence of visual cues the child will be able to do so.

MATERIALS: bell, triangle, cymbals

PRESCRIBED ACTIVITIES: - Sounds That Are Similar

Begin by having each child name the instruments.
Demonstrate the sound in view of the child having him name the instrument as it is sounded.
Place the instruments behind a screen, sound one and have him identify it.

EVALUATION: Upon hearing tones in the absence of visual cues the child will identify the instrument.

REINFORCEMENT:

1. Do the same exercise using a drum, tom-tom, and rhythm sticks.

2. If the exercise is too difficult, use two instruments.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Given sounds common to the classroom, without visual cues, such as tearing paper, closing a door, moving a chair, bouncing a ball, ringing a bell, clapping hands or tapping a foot and asked by the teacher what made this sound the child will identify the sound.

MATERIALS: paper, ball, bell

PRESCRIBED ACTIVITIES: - Differences In Sounds Made By Environmental Objects

Seat the children, talk about the various sounds and demonstrate tearing paper, closing a door, moving a chair, bouncing a ball, ringing a bell, clapping hands, tapping a foot. Have the children turn their chairs around, make one of the sounds then ask which sound was made. Then make one of the sounds and let the child who names it make the next sound.

EVALUATION: Without visual clues, the child will identify sounds common to the classroom.

REINFORCEMENT:

1. Ask the child, "What am I doing?", perform one of the actions, have him reply in a complete sentence, "You are clapping your hands."
2. Let the child think of other things in the environment that have distinctive sounds.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When asked by the teacher, "What do you hear?" the child will name two environmental sounds.

MATERIALS:

PRESCRIBED ACTIVITIES: - Awareness of Background Sounds

Tell the children you will show them the "quiet game."
Have all the children sit on the floor and fold their hands, suggest in a very soft voice that they be as quiet as possible. Wait a few moments until they have become quiet. Ask "What do you hear?"
Give each child an opportunity to name a sound from the background.
Use this procedure frequently until the child becomes aware of background sounds.

EVALUATION: The child will name two environmental sounds

REINFORCEMENT:

Guide responses by saying, "I hear someone walking in the hall, do you hear that too? "What else do you hear?" "Are there any children in the hall?" "How do you know, you can't see into the hall?" "Yes, you can hear them talking."

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When given a card, such as the EFI Audio Flash Card, containing a picture and a tape recording of sounds characteristically made by a farm animal such as a pig, a cow, a horse, a chicken or a dog, the child will identify the animal and monitor his own response on the machine.

MATERIALS: EFI Language Master, Audio Flash Cards

PRESCRIBED ACTIVITIES - Characteristic Sounds made By Farm Animals

1. Seat the child in front of the Language Master. Insert a card from the first series of the animal sound set which gives the name of the animal and the characteristic sound.

   Press the button marked "card" and have the child listen to the sound. Press the button marked "talk" and ask, "What is this?" having the child respond in a complete sentence. Press the third button marked "hear" and have the child listen to his response. First use the series of cards which name the animal, then use the second series in which the name is not supplied and the child must identify the animal from the sound. Allow the child to operate the machine himself if he is capable. Have him record and listen to his answer.

2. Teach the child to recognize common environmental sounds using the Language Master, begin with home sounds and add city and neighborhood sounds.

EVALUATION: The child will identify farm animals after listening to a recording of sounds made by the animals.

REINFORCEMENT:

1. Have the child name the common farm animal sounds without seeing the pictures on the audio flash cards.

2. The records "The Adventures of Muffin" and "Muffin in the Country" contain familiar environmental and animal sounds.

3. Play the first record and display pictures from the city such as a fire truck or automobile. Let the children listen to the record and name the sounds.

4. Then display pictures of farm animals while the second record is played and let the children name the animals making the sounds.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription:

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When the teacher commands the child to perform an action loudly or softly he will demonstrate his understanding of these terms by clapping hands or speaking in the directed manner.

MATERIALS: drum

PRESCRIBED ACTIVITIES: - Loud and Soft

1. Let each child strike the drum, ask if they have brought their "listening ears" because they will need these for a new game. Using the drum, teach the terms loud and soft. Strike the drum to demonstrate and say, "This is soft." Give the drum to a child telling him to show you loud, then soft. Strike the drum again and ask, "What do we call this?" Repeat until the children are familiar with the difference between loud and soft.

EVALUATION: The child will demonstrate his understanding of loud and soft by following commands made by the teacher.

REINFORCEMENT:

1. Point out and have the child demonstrate loud and soft in classroom situations, moving a chair, closing a door, etc.
2. Demonstrate and talk about loud and soft when clapping hands or speaking. Have the child demonstrate loud and soft on a drum, by clapping hands, and voice.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Given only auditory cues, the child will identify a familiar voice which has said, "Hello,________, how are you today?"

MATERIALS:

PRESCRIBED ACTIVITIES: - Recognition of Voices

1. Say, Today we are going to use our listening ears to listen to voices. Have the children close their eyes, say Good morning boys and girls, how are you today? In response to a correct reply, ask the children how they knew who was speaking to them since they could not see. Elicit the response that they knew who was speaking because they heard and knew the voice of the person speaking.

2. Have one of the children be "it" and sit in a corner with his face turned away from the group. Point to one child and have him say, Hello Tom, how are you today? The first child is to guess who has spoken to him.

EVALUATION: The child will identify a familiar voice.

REINFORCEMENT:

1. Increase the difficulty of the exercise by shortening the structured statement by having the children recognize two voices.

2. Have the child listen to and identify two voices speaking in rapid succession.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When a bell is rung beside, above, behind, or in front of a child that is blindfolded, he will point in the direction of the sound.

MATERIALS: bell, blindfold for each child

PRESCRIBED ACTIVITIES: - Direction of Sound, Near

Seat the child and blindfold him. Ring a bell and have the child point to the direction from which the sound comes. Ring the bell on the right side of the child, on the left side, above the child's head, in front of him, behind him, and close to the floor. Do this close to the child, then from a distance of a few feet. Observe the child's reaction and quickness with which he responds.

EVALUATION: The child, when blindfolded will be able to point in the direction of a sound made by a bell.

REINFORCEMENT:

Seat three or four children on chairs two feet apart, blindfold the children and ring a bell above a child's head. Have the child raise his hand to indicate that the sound is heard above his head. Repeat the exercise going from one child to another.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When a bell is rung or two blocks are hit together to make a sound, the child that is blindfolded will crawl on the floor following the direction.

MATERIALS: blindfolds, 2 large blocks, bell

PRESCRIBED ACTIVITIES: - Direction of Sound, Far

Blindfold two children. Move around the room making a sound by hitting two blocks together or by ringing a bell. Have the children crawl in the direction of the sound.

EVALUATION: The child wearing a blindfold will be able to crawl in the direction of a sound made by the teacher.

REINFORCEMENT:

1. Move around in a clear space in the room and have the blindfolded child follow the sound on his hands and knees.
2. Let the children take turns making a noise while other children crawl to the sound.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When given an auditory signal by the teacher such as ringing a bell or hitting a drum and instructing the child to sit straight or jump, the child will do so on hearing the designated signal.

MATERIALS: bell, maraca, drum

PRESCRIBED ACTIVITES: - Response to a Signal

1. Pick up the bell without the children seeing you. Ring it while hiding it, ask the children what they heard. After repeating the sound, show the bell to the children and let them ring it. Say, Let's play a listening game, put your head in your arms on the table and hide your eyes. When you hear the bell, sit up straight. Repeat this activity several times.
2. Pick up the drum, show it to the children. Hit it with the hand. Have the children stand up, tell them to jump when they hear the sound of the drum.

EVALUATION: The child will sit straight or jump when hearing the designated signal.

REINFORCEMENT:

1. Stand behind the children with a maraca and a bell. Instruct them to jump up upon hearing the bell and to touch the floor when they hear the maraca.
2. Have the children remain seated, tell them to raise their arms on hearing a bell and put their heads on the table in response to a maraca.
3. Repeat the activity without instruments using such signals as clapping hands or snapping fingers.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When a ball is bounced one to four times out of sight of children, one child will count the bounces when called on by the child bouncing the ball.

MATERIALS: ball

PRESCRIBED ACTIVITIES: - Counting Sounds

Have children stand in a line.
Choose one child to be "it"; give him a ball and have him stand behind the others. With help from the teacher, he is to bounce the ball 1,2, 3, or 4 times saying "now" when he finished. Call on a child to tell how many times the ball was bounced. Let the children take turns being "it."

EVALUATION: The child will be able to count the bounces made by a ball out of sight, when the ball is bounced one to four times.

REINFORCEMENT:

With younger children the teacher can bounce the ball one, two or three times depending on the child's understanding of the number concept.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Given only auditory cues, the child will imitate a sequence of four sounds within two trials.

MATERIALS: drum, maraca, bell, cymbals

PRESCRIBED ACTIVITIES: - Imitation of a Sequence

Place four instruments on the table for the child to discover. Allow him to play freely with the instruments for a few minutes. Have the child name each instrument replying with a complete sentence. If the child cannot identify the instruments, teach him the names using the three period lesson. When the child can identify the instruments then, say, I know a game we can play, can you do as I do? Strike each instrument once in the sequence in which the four instruments are arranged on the table with the child observing. Then say, Now you do it. If the child does not repeat the sequence correctly, say, No that is not what I did. Demonstrate again. Continue the exercise varying the order in which the instruments are sounded and giving the child two trials with each sequence. Then, have him turn around so that he can not see the instruments and sound a sequence for him to copy.

EVALUATION: The child will imitate a sequence of four sounds made by the teacher.

REINFORCEMENT:

1. If the child can not perform the activity, use three instruments or only two if necessary.

2. After the child can perform the activity easily, it can be made more difficult by increasing the number of sounds or the speed of the sequence, or by using instruments that are more alike in sound.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When given two sets of sound cylinders the child will be able to pair sets that have the same sound by shaking them.

MATERIALS: sound cylinders

PRESCRIBED ACTIVITIES: - Matching Sound Cylinders

Show the child the cylinders.
Remove each set from the box and group the cylinders together.
Place the second set in a group a short distance from the first set.
Give the child a cylinder from one of the sets and tell him to hold it close to his ear and shake it. Point to the other set and say, 'One of these sounds just like that one, can you find it?' When the child has matched two cylinders have him place these in front of him, select another cylinder from one set and match it to the same sound from the other set. Continue until all cylinders have been matched.

EVALUATION: The child will pair sets of sound cylinders by shaking them.

REINFORCEMENT:

1. After the child has successfully matched the identical sounds, teach the vocabulary loud, loudest, soft, softest. Use the three period lesson for this.

2. Have the child repeat the matching exercise and tell him to find the loudest one, then the loudest one left and finally the softest one of all.

3. Have the child repeat the matching exercise but with one set of cylinders on each side of the room. He is to shake one cylinder, put it down, cross the room and find the matching sound.

SPECIAL EDUCATION COMPONENT

Language Developement Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After the teacher beats out a rhythm pattern on a drum, the child will be able to imitate the same pattern after two trials.

MATERIALS: drum

PRESCRIBED ACTIVITIES: - Imitating Rhythm Patterns

1. Beat a rhythm pattern on the drum, give it to the child and have him imitate the pattern. Suggested patterns:

   xx-x
   xx-xx
   x-xxx
   x-xxxx-xx

2. If the child does not imitate the pattern correctly the first time, take the drum and repeat it, have the child try again. If he fails the second trial, say nothing but repeat the procedure using an easier rhythm pattern.

EVALUATION: The child will imitate a rhythm pattern, made by the teacher, on a drum after two trials

REINFORCEMENT:

1. For children with a poor sense of rhythm, return to drum activity for short periods at regular intervals.

2. As the children become adept at imitating rhythms, have them imitate hand clapped rhythm patterns. After they have practiced with the teacher leading, let a child be the leader.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When commanded to put a magnetic object on a picture, the child will be able to do so, then will give a verbal response telling what he did.

MATERIALS: Matrix board inset # 1, magnetic objects
Matrix board inset # 2

PRESCRIBED ACTIVITIES:- Following Commands

1. Seat the children in front of the matrix board, lay all or part of the magnetic objects which are circles, lines, and X's in the three primary colors, in front of the board. Call a child's name, give the command, Put the blue circle on the elephant. After the child follows the instructions say, Tell me what you did. The child is to answer in a complete sentence, I put the blue circle on the elephant. Accept his response even if it is incorrect.

2. Insert plate # 2 which has pictures of two children into the matrix frame and the magnetic objects in front of the board. Say, Mary, put the x on the girls with the cookies. Say the final s distinctly but do not expect or insist upon the child doing this. After this has been done say, Tell me what you did. Have the child answer in complete sentence.

EVALUATION: The child will be able to put magnetic objects on a picture and tell what he did.

REINFORCEMENT:

1. After the child has practiced, give the directions and then call the child's name.

2. Give two directions for the child to follow.

3. Lay nine pictures in three rows on a table and place a box containing several blocks beside them. Give the children instructions such as Mary, put a blue block on the elephant. Use the same procedures as described for the Matrix board.

4. Assemble pictures showing one of any item and pictures showing two of the same item. Place these pictures with a box of blocks on the table. Say, John, put a red block on the balls. Emphasize the final s. Do not expect the child to emphasize this sound when he tells what he did.

SPECIAL EDUCATION COMPONENT

Language Develoment Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After observing the teacher step or jump in and out of a circle on the floor, the child will jump in or out of the circle on command.

MATERIALS: chalk

PRESCRIBED ACTIVITIES: - Following Directions Involving In and Out

1. Draw a circle on the floor with chalk,
   Demonstrate stepping or jumping in and out of the circle.
   Have the child step or jump in or out of the circle on command.
2. Have the child place a toy in the box, then take it out of the box.

EVALUATION: The child will jump in and out of a circle on command.

REINFORCEMENT:

1. Instruct the children to remove their shoes and place them in a box before beginning motor activities, at the end of the lesson have them get their shoes out of the box.
2. Use the concept of in and out at every opportunity.

SPECIAL EDUCATION COMPONENT

Language Educational Development Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When given three directions by the teacher, such as "Put the block on the book, walk around your chair, then jump up and down," the child will follow three directions in the sequence given.

MATERIALS: book, block

PRESCRIBED ACTIVITIES: - Following Three Directions

Seat the children in a circle, call a child's name and give him three instructions to follow, for example, put the block on the book, walk around your chair, then jump up and down.

EVALUATION: The child will follow three directions in sequence.

REINFORCEMENT:

1. During all activities give the directions in a manner which will provide auditory memory drill, for example, take off your shoes, place them under the table and go sit on a chair beside the walking beam.

2. Have the child follow two instructions if three instructions are too difficult.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When given a single instruction preceeded by a prearranged phrase, the child will carry out the instruction; if the phrase is omitted he will not carry out the instruction.

MATERIALS:

PRESCRIBED ACTIVITIES: - Following Instructions, Simon Says

In playing the game, the children are to do something only when it is preceeded by the phrase "Simon Says" (touch your toes). The child is "caught" if he carries out a direction that was not preceeded by the "Simon Says." Begin with simple instructions given to the entire group. Later single out individual children. Simon says, *"Derrick sit down."*

EVALUATION: The child will follow a single instruction followed by a prearranged phrase, if the prearranged phrase is omitted, he will not carry out the instruction.

REINFORCEMENT:

During the holiday season play the game substituting "Santa says,"" on other occasions make appropriate substitutions such as "Mother says," "Grandmother says," or the Fireman says."

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When the teacher orally presents a sequence of four numbers of words at the rate of two per second, the child will immediately repeat the four number or word sequence.

MATERIALS: Number and word sequences written on cards

PRESCRIBED ACTIVITIES: - Retaining Nonmeaningful Material - Numbers, Words

1. Ask the child if he has brought listening ears to class. Say, We are going to play a game and you will need to listen carefully. I am going to say some numbers, when I finish you are to say them after me. Ready,listen." Give the numbers at the rate of two per second, drop the voice after the last number.

2. Call each child's name, say two numbers and have him repeat them. Give each child two trials, if he does not repeat the series go on to the next child without comment. Give a new series to the next child.

3. When the child repeats two digits successfully, three times, move to three digits. Continue this procedure increasing to six digits as he is successful. Drop back one level after the child fails two trials.

4. Tell the child that he will need his listening ears for this game. Tell him to listen carefully and say just what the teacher says. Give the words at the rate of two per second, letting the voice drop at the end of the series. Begin with a three word series, if the child does this correctly three times in succession, go to four words, then five, then six words. If the child fails the first trial, give him a second chance. If he fails the second try, drop back to the preceeding level group with two words. Sample word list:

   dog
   car
   ball
   kitten

   apple
   penny
   top
   cow

   truck
   banana
   house
   girl

EVALUATION: The child will repeat four numbers or words in sequence.

REINFORCEMENT:

1. Say the sequence and then point to the child who is to repeat it.

2. After the childern have succeeded in repeating numbers, give words in the same manner as described. The words should not be related in meaning.

3. Have the child repeat short sentences.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: After a story appropriate to his developmental level has been read, the child will tell the main story idea and name the central character while looking at the pictures.

MATERIALS: Story book

PRESCRIBED ACTIVITIES: - Repeats Information

First have the child look at the pictures in the book, then read the story.
Give the child the book and tell him to "read" the story to you.
Prompt him only if necessary.
The child should be able to give the main idea of the story and know the central character

EVALUATION: The child will be able to tell the main idea and name central characters in a story.

REINFORCEMENT:

1. Read other stories and ask the child to name things in the story using pictures as a clue.

2. Read a story and have the child retell it without visual clues.

3. Tell a story and have the child retell it.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: Given a set of pictures four of which end with at and two of which end with p, the child will select those that sound alike.

MATERIALS: pictures of cat, rat, hat, cup, top

PRESCRIBED ACTIVITIES: - Hearing Like Sounds

1. Show all the pictures to the child and have him name then.
   Place two of the pictures in front of him, say the words and ask him if they sound alike.
2. After he has successfully recognized the sound of the at ending, place all the pictures in a line and have him select the words that sound alike.

EVALUATION: The child will select pictures of objects that sound alike.

REINFORCEMENT:

Sit with your back to the child, spread the pictures on the table in front of him, say, "Give me the ______________." Continue until all the pictures are gone.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When the teacher gives three clues which describe an animal, the child will guess its name.

MATERIALS Color chips from Peabody Kit

PRESCRIBED ACTIVITIES: - Identification From Description

1. Seat the children around a table or on the floor. Ask if they can recall any animals they have seen.
   Let the children talk about animals for a few minutes.

2. Say, "I am going to tell something about an animal, see if you can guess which animal I am talking about."
   Give three clues such as color, size and use of animal.

3. When a child responds correctly, give him a colored chip. Show the child that the chips can be hooked together into a chain. Let him count the chips in the chain.

4. Guide the activity in such a manner that all of the children will experience success. Give easier clues to slower children when necessary.

EVALUATION: The child will name an animal after hearing three clues describing the animal.

REINFORCEMENT:
1. Let the child who responds correctly give the clues for the child to guess.

2. Have the child respond with a complete sentence in which he must repeat the clues, for example, "The squirrel has a bushy tail and eats nuts."

3. Give the child a strip of colored construction paper instead of a color chip when he guesses correctly. When the game is finished these can be glued together to form a paper chain.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Auditory

BEHAVIORAL OBJECTIVE: When the teacher presents two pictures and identifies one separating the sounds in the word, the child will identify the picture.

MATERIALS: Pictures of a dog, barn

PRESCRIBED ACTIVITIES: - Sound Blending

1. Place the pictures on the table in front of the child, have him name them.
2. Say, Show me the b-a-r-n, separating the word so that each sound is produced separately.
3. Have the child point to the picture.
4. Continue: Show me the b-a-r-n. Show me the d-o-g.

EVALUATION: After listening to a word in which each letter has been sounded separately, the child will point to a picture of the word.

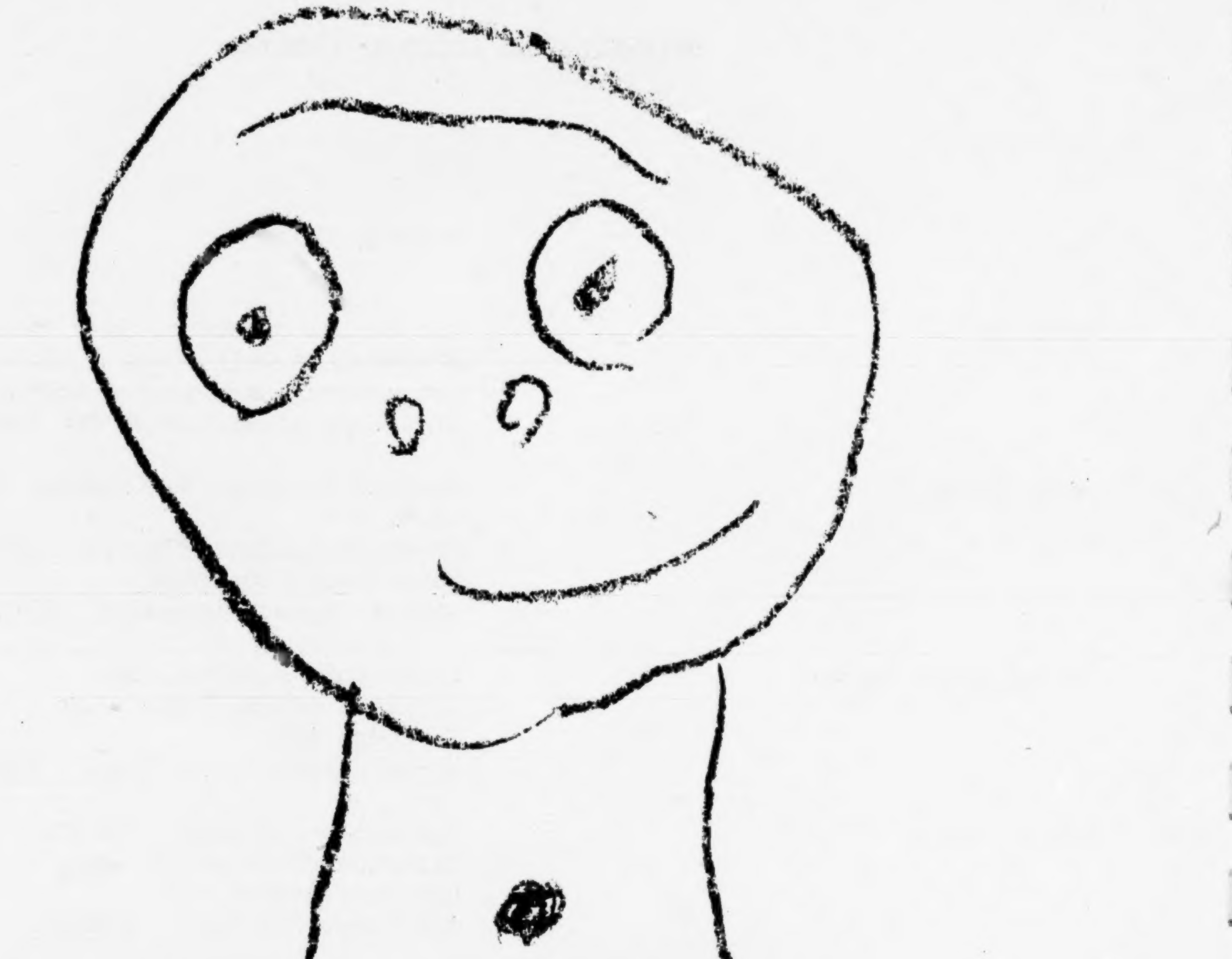
REINFORCEMENT:

1. When the child can consistently name the two pictures, change to two other pictures.
2. Use three or four pictures.
3. Remove the pictures, sound out common objects separating the word, have the child synthesize the sounds into the word.

MATERIALS FOR AUDITORY LESSONS *

Bell	Variety store
Blindfolds	Cut scraps of heavy, dark material to a size that will cover a child's eyes, sew several thicknesses together attach bias tape at each side for ties.
Color Chips	Peabody Language Development Kit (PLDK), Level # P American Guidance Service, Inc. Publishers' Building Circle Pines, Minnesota 55014
EFI Language Master	Electronic Futures, Inc. Division of KMS Industries 57 Dodge Ave. North Haven, Connecticut 06473
Matrix Board	Appleton - Century - Crofts Division of Meredith Corp. 440 Park Avenue So. New York, New York 10016
Musical Instruments Bell, cymbals, drum, maraca, triangle	Creative Playthings P.O. Box 1100 Princeton, New Jersey 08540
Records: "The Adventures of Muffin" "Muffin in the City"	Children's Record Guild 27 Thompson St. New York 13, New York
Sound Cylinders	Creative Playthings P.O. Box 1100 Princeton, New Jersey 00854

* check with SEIMC



Drawn by a 5 year old boy

C. Speech Readiness and Improvement

Language Development Educational Prescriptions

There are many concepts the culturally disadvantaged child must learn so it does not seem practical to place such a child in a program of articulation therapy. However certain steps can be taken to improve his speech. Observation reveals that many children with unintelligible speech have little control over the muscles used in speech and have poor breathing habits. The speech readiness exercises are designed to improve the child's ability to control the articulators and his breathing habits. These must be followed regularly if positive results are to be obtained. "Tongue and Lip Exercises" can be given to the parent, classroom teacher or aide for daily practice.

The child with inarticulate speech should be encouraged to talk. He should be provided with opportunities to express himself freely and his pronunciation should never be corrected. The ability to communicate is the primary goal. The teacher needs to provide a good speech model for the child and must always be prepared to fill the role of interested listener. Many children are reticent so the teacher will have to apply skillful questioning techniques in order to stimulate conversational responses. The purpose of dramatizing and role playing activities is to encourage the child to shed his inhibitions in speaking situations.

Certain of the speech activities provide structured responses as a part of the exercise. The purpose of this is to expose the child to patterns of standard American English such as he will encounter in printed material and various school situations.

Terminal Objectives:

Speech Readiness: After a series of exercises, the child will demonstrate improvement in control of the speech mechanism and consequently improvement of speech intelligibility.

Speech Improvement: When the child is provided with speaking opportunities, he will learn to enjoy talking and will demonstrate improved speaking skills.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Readiness

BEHAVIORAL OBJECTIVE: After practicing the exercises the child will move his tongue, lips and jaw in a controlled,easy manner.

MATERIALS: Tongue depressors, peanut butter, mirror

PRESCRIBED ACTIVITIES: - Exercises to increase mobility of the articulators

Seat the child in front of the mirror and sit beside him.

1. Encourage the child to touch first the tip and then the back of the tongue against the hard palate productiong a "klip-klop" sound.
2. Have the child protrude his tongue and move it from one side of his mouth to the other.
3. Hold a tongue depressor in front of the child's mouth and have him push against the tongue depressor with his tongue.
4. Using a tongue depressor place a small amount of peanut butter on the portion of the hard palate behind the teeth. (alvoelar ridge)
5. Babble lah-lah-lah first with the tongue tip on the lips, then on the teeth, and finally against the hard palate. Turn the tongue tip over as you go back. Gradually increase the speed and intensity of the action.
6. Have the child pretend he is a kitty lapping milk.
7. Have the child pull the lips back by making the sound of e-e-e, the teacher holds the lips gently in this position and encourages the child to purse his lips.
8. Have the child "babble" sounds, begin with those formed by the lips, p, b, m. Have the child make this at the beginning middle and end of a nonsense syllable, aba, aba, aba, oop, oop, oop, oop. Later have the child imitate as you babble these syllables using changes in inflection.
9. Have the child alternately say oo and ee insist that he make these movements "hard" and that he purses then stretches the lips using a great deal of muscle action.
10. Have the child say "ouch" ten times dropping the jaw each time.
11. Tell the child to pretend his tongue is a rocking chair and have him alternately make the sounds t-k, t-k

Evaluation: The child will move his tongue, lip and jaw in a controlled manner.

Reinforcement:

1. Ask the teachers or teacher assistant to have the child practice in the classroom.
2. Ask the parent to help the child practice the exercises at home.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Readiness

BEHAVIORAL OBJECTIVE: After practicing breathing exercises, the child will be able to hold his breath for five seconds

MATERIALS: liquid soap, paper cups, straws
pingpong ball, inclined plane improvised from wooden board, long blocks

PRESCRIBED ACTIVITIES: - Improving Breath Control

1. Show the child how to take a deep breath, have him place his hand on his chest to feel that his chest has become larger. Have him take a second deep breath and hold it while the teacher counts slowly.

2. Have the child take a deep breath and let it out slowly; as he does this have him practice by saying the following sentences.
   One is all I need.
   One, two is all I need.
   One, two, three is all I need.

3. Have the children blow soap bubbles. Place a small amount of mild liquid soap and a small amount of water in the bottom of a paper cup. Give the child a straw and encourage him to make soap bubbles by blowing through a straw into the solution.

4. Have children blow a pingpong ball up the inclined plane. Make this by placing long blocks under a wooden board so that one end is higher than the other and placing wooden blocks along the sides of the board to keep the ball on the board.

EVALUATION: The child will hold his breath for five seconds.

REINFORCEMENT:

1. Have the child say nursery rhymes encourage him to take a deep breath at the beginning of each line and to let it out slowly as he speaks.

2. Have the child blow a lighted candle using sufficient breath to cause the flame to flutter without extinguishing it.

Tongue and Lip Exercises

These can be done in the classroom by the teacher assistant and/or parent

Have the child:

1. Place his tongue against the roof of his mouth and release it producing a "klip-klop" sound.

2. Pretend the tongue is a rocking chair and make the sounds t-k, t-k, t-k, t-k.

3. Pretend the child is a kitty lapping milk.

4. Using only the tip of the tongue touch each tooth.

5. Pretend the child is a train, the sound of the wheels going over the tracks is k-t, k-t. The train moves slowly at first, then faster and faster, then it slows down gradually and stops.

6. Say "ouch", drop the jaws as far as you can on the ou.

7. Blow a ping-pong ball back and forth across a table. Several children do this at one time; have them try to keep the ball on the table.

8. Try to whistle.

9. Protrude the tongue, roll it round and round over the lips.

10. Imitate the sound of popping corn by pressing the lips firmly together and then releasing them suddenly.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: After putting together a sequence puzzle about a nursery rhyme, the child will recite the rhyme.

MATERIALS: 4 section See-Quees puzzles of nursery rhymes

PRESCRIBED ACTIVITIES: - Reciting nursery rhymes

1. Have the child put the puzzle together sequencing the events. Prompt the child by asking, "What happened next? Let's find the picture.
2. When the puzzle is completed have him say the nursery rhyme. Give him a speech model and have him repeat the line. If his speech is indistinct, say the rhyme with him.
3. Praise his efforts and avoid criticism of his speech. If he speaks too softly have him stand several feet away and say the rhyme again. If his speech is too rapid, suggest that you say the rhyme together and clap hands as you do.

EVALUATION: The child will recite nursery rhymes with the help of the teacher.

REINFORCEMENT:

1. Have the child tell the story of the nursery rhyme after he has assembled the puzzle.
2. Ask the child if he knows any other rhymes, be prepared to offer suggestions if he is slow in responding.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: When asked about recent events the child will talk freely about them.

MATERIALS:

PRESCRIBED ACTIVITIES: - Conversation Time

1. At the beginning of the period, sit beside the child and encourage him to verbalize freely. Ask questions which will stimulate verbal responses and encourage him to respond at length.

2. Some sample questions which might encourage verbalization are:
    Who did you play with outside this morning?
    What did you play?
    Did you push him in the wagon?
    Was the wagon easy to push?
    Tell me what else you did?

EVALUATION: The child will talk freely about recent events.

REINFORCEMENT:
1. Ask the child to tell what he ate at the last meal.

2. Ask him to name his brothers and sisters.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: During and after an outdoor walk, the child will verbalize freely about the experience.

MATERIALS:

PRESCRIBED ACTIVITIES:- Outdoor Walk

1. Take a walk in the immediate neighborhood. Encourage the child to discuss the things he sees, call attention to wildflowers, trees, and birds, also have him listen and name the sounds he hears. Let him gather things to take back to the classroom.
2. Return to the classroom and invite the child to sit beside you. Ask him to tell what he liked most about the walk, encourage him to verbalize about the experience. Examine together the things the child has brought inside, encourage him to talk about them, suggest that he take them to his class and tell his teacher and classmates about his walk.

EVALUATION: After taking a walk the child will talk about his experiences.

REINFORCEMENT:

Following the outdoor walk or on a rainy day, let the child take a picture outdoor walk. Place pictures of outdoor things around the room. Offer the child your hand and suggest that you pretend that you are taking a walk out of doors. Encourage him to talk about the things he "sees" on the pretend walk. Stroll from picture to picture using these to stimulate the conversation.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: When a discussion concerning safe practices on the playground equipment is lead by the teacher, the child will name three rules for safe play and will talk about his own playground experiences.

MATERIALS: Playground equipment, pictures, badges

PRESCRIBED ACTIVITIES:- Discussing Playground Safety

1. Take the child to the playground, allow free play on the slide, swing and jungle gym.

2. After a few minutes of free play, have the child sit with you on the grass, begin a discussion of safety on the playground, begin by asking what it means to take turns, after allowing opportunity for reply, ask why we should take turns. Elicit as many responses as possible from the child, tell him things only when he fails to respond; lead the discussion to the concept that in waiting patiently for a turn we do not push and children are less likely to get hurt, therefore, taking turns is a safety measure. Ask the child to suggest other things that should be done so that no one will get hurt, cover such points as walking behind a swing at a safe distance and not crowding on a slide.

3. Make "Safe Playmate" badges to be given to the child when he names three rules for safe playground play.

EVALUATION: The child will participate in a discussion concerning playground safety and give three safety rules.

REINFORCEMENT:

1. Select pictures of children playing, show the picture and have the child pantomine the action using this rhyme:

   Let's play ________, you and me,
   You and me,
   You and me.
   Let's play ______, you and me,
   We'll have fun together.

2. Show pictures of children using playground equipment, encourage the child to describe the picture, ask him to tell you where children in the picture should walk when near someone who is swinging and where he should wait for his turn on the slide.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: When given six objects and pictures of these objects, the child will use complete sentences while matching object with pictures.

MATERIALS: 6 objects such as a toy car, toy gun, ball, cup, scissors and fork, 2 pictures of each object

PRESCRIBED ACTIVITIES:- Matching Objects to Pictures

1. The primary objective is to simulate the use of complete sentences. Place all of the pictures in the slot chart and the toys in a covered box. Have the child reach into the box and withdraw a toy. Ask him, What is this? He is to reply with a complete sentence, This is a cup.
2. Ask the child to find the pictures of the object, when he has found the pictures, he is to say, This is a fork, this is a fork and this is a fork.
3. Have the child repeat the routine himself, drawing a toy from the box, selecting the pictures and making the sentences for all of the objects.

EVALUATION: The child will match six objects to pictures and talk about each using a complete sentence.

REINFORCEMENT:

1. This activity could be carried out with a younger child by reducing the number of objects and pictures.
2. Repeat the exercise frequently using different items.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: When the teacher gives the child certain items which he may "borrow" and drills him in structured phrases for the activity, he will improve speech patterns and practice the courtesies involved in borrowing.

MATERIALS: Box containing hole punch, stapler, various colors of Marks-a-lot, stamps and ink pad, scissors, news print

PRESCRIBED ACTIVITIES: - Borrowing

1. Give each child a piece of newsprint to place the items on. Display the open box containing the items listed. Say, Today we are going to borrow things so we can use them. Who knows what it means to borrow something? Lead the conversation to bring out the following points: borrow means to use something that belongs to someone else, use it carefully and return it.
2. Structure the conversation thus: The child requests an item by asking, May I please borrow the---------? The second child has the option of lending the item or refusing, thus a child learns to accept refusal graciously. The structured reply is, No, I'm still using it. Oh yes, here it is.
3. Let the child use the item he has borrowed to mark on the newsprint. When he wishes to exchange it and borrow something else from the box or from another child, he must request it with the structured response.

EVALUATION: The child will gain practice which will improve his speech patterns and give him a knowledge of the courtesies involved in borrowing.

REINFORCEMENT:

Repeat the activity using other classroom objects if the child verbalizes well, using structured phrases.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: When presented the Matrix board using plate # 7, which gives four facts about farm animals, the child will form sentences using correct structure.

MATERIALS: Matrix Board, inset # 7

PRESCRIBED ACTIVITIES: - Matrix Activity, Farm Animals

1. This Matrix board inset contains four catagories, an animal, what the animal eats, where it lives and what it produces. There are pictures of four animals.

2. Show the chart to the child. Have him repeat after you, This is a cow. The cow eats grass. It lives in a barn. The cow gives us milk. The child will probably need a great deal of prompting in the beginning, however, he is hearing a correct language pattern each time the sentences are repeated.

   The other sentences to be formed are:
   This is a sheep. The sheep eats grass. It lives in a pasture, the sheep gives wool.
   This is a chicken. The chicken eats grain. It lives in a coop. The chicken gives us eggs.
   This is a pig. The pig eats corn. It lives in a pen. The pig gives us bacon.

3. Point to one of the animals and have the child make the prescribed sentences prompting him as often as necessary.

EVALUATION: The child will form sentences about four animals using correct structure.

REINFORCEMENT:

1. Have the child place a magnetic object on a picture, say, Put the star on the place where the cow lives, then say, Tell me what you did.

2. Select pictures from magazines or other sources, of a cow, a barn, milk, eggs, a chicken. Show the child one picture at a time and have him answer a question using a complete sentence.

3. Show the same pictures and say, Tell me all about this. Prompt the child by asking questions as he falters.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: When shown a picture of broccoli, lettuce, green beans or potatoes, the four year old will name it correctly, the five year old will name these plus peas and cauliflower.

MATERIALS: Pictures of vegetables, green beans, broccoli, lettuce, potatoes, cauliflower, as they are served and before preparation

PRESCRIBED ACTIVITIES: - Naming Vegetables

1. Place pictures of vegetables as they are served and as they look before preparation. For the four year old child, use broccoli, green beans, potatoes, lettuce; for the five year old child add peas and cauliflower.
2. Seat the child in front of the bulletin board, point to the pictures ask the child if he knows their names, as he names a picture, ask him whether that vegetable looks like that when it grows or after it is cooked. Encourage the child to verbalize, concerning vegetables, ask Where do they grow?, Where does mother get vegetables?, What one does he like best?, Are there some that he doesn't think taste good?
3. To vary the exercise, have the child cover his eyes, remove one of the items, let him look and guess which is missing. While the child is hiding his eyes, use the rhyme; One, two, three look and see.
4. Repeat the exercise at intervals using other foods.

EVALUATION: The four year old will name broccoli, lettuce, green beans and potatoes from a picture, the five year old will also name peas and cauliflower.

REINFORCEMENT:

1. If the child can not name the vegetables, teach him to name them.
2. Place some chilled green beans, canned shoe string potatoes and bits of lettuce on toothpicks on a paper plate. Blindfold the child, place a portion of the food in his mouth, have him identify it by taste and texture.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: After discussing the pictures on plate # 3 of the Matrix board, the child will develop a correct speech pattern for words ending in "ing".

MATERIALS: Matrix Board, matrix inset # 3

PRESCRIBED ACTIVITIES: - The "ing" Word Ending

1. The pictures on this inset are of a mother, a father, a girl and a boy; the people are engaged in various activities; these include walking a dog, feeding a bird, petting a cat and riding a horse.

2. Invite the child to sit with you in front of the Matrix Board. Point to one of the pictures, ask, What is he (she) doing? Emphasize the "ing" ending more than in normal speech. When the child replies encourage him to speak slowly, be sure that he includes the "ing" on the verb; accept a phrase such as Walking the dog. If he does not pronounce the verb correctly and says Walkin' the dog or Walk the dog, give him a model and have him imitate it.

3. Suggest the child make a sentence, give him a model, The boy is riding the horse. Point to different pictures and have the child formulate sentences such as The girl is walking the dog.

EVALUATION: The child will correctly pronounce the "ing" ending when discussing the pictures on the Matrix Board plate # 3

REINFORCEMENT:

1. Select pictures from magazines which convey action in such a manner that the present participle can be used. Have the child answer the question, What is he doing? using a complete sentence and saying the "ing" ending distinctly.

2. Using the Matrix Board and plate # 3, give the child some of the magnetic objects from the Matrix set and have him give instructions such as, Put the circle on the boy walking the dog, urge him to say the ending distinctly.

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: Upon seeing a picture suggesting activity, the child will give three facts about the picture using complete sentences.

MATERIALS: Pictures from the Bowmar set
Talk Starter Pictures or pictures cut from magazines

PRESCRIBED ACTIVITIES: - Pictures to Stimulate Conversational Speech

1. Place one picture on a bulletin board or table, invite the child to sit with you in front of the picture, say, Tell me about this. Listen while the child talks freely; if he is reluctant to speak freely, prompt him with questions. Some possible questions, which might stimulate him to verbalize are, Who are these people?, What are they doing? How would you feel if you were there?. Give the child a model of correct grammar and pronunciation but accept and be attentive to his verbalization, maintaining eye contact with him while he is speaking. Later suggest that he say something about the picture, using a sentence.

2. Following field trips or before special holidays, select pictures appropriate to the situation to stimulate verbalization.

EVALUATION: The child will use complete sentences when telling at least three facts about a picture.

REINFORCEMENT:

1. Make a picture file by selecting pictures that will stimulate verbalization. Show the child such a picture and follow the method above.

2. Match pictures and objects using complete sentences.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: After setting up a model farm, the child will match models of farm animals to pictures of farm animals using structured language.

MATERIALS: Plastic farm animals, barn, empty box or dish pan of sand, pictures of animals

PRESCRIBED ACTIVITIES: - Matching Models to Pictures

1. Let the child make a model farm for creative play. Place a layer of sand in the box or dishpan and let the child arrange the plastic farm animals and the barn in the box. Encourage him to talk about farm animals as he is working.

2. Place the plastic animals in the dishpan and the pictures face down on the table. The child is to request a picture saying, May I have a picture?, and Thank you. Give the child a picture, have him find the plastic animal that matches the picture. When he finds it, have him name the animal using a complete sentence. Encourage spontaneous conversation throughout the activity as well as the structured responses. Provide a model using appropriate responses to his comments such as, Yes, you may have a picture or That's right, you found the cow.

EVALUATION: The child will match models of farm animals to pictures using structured language.

REINFORCEMENT:

Show the child a large picture of a farm and ask, What is this picture about? Have the child name the things that he sees in the picture, encourage conversation about the things he names.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: While matching the pictures of the Picture Lotto Set, the child will develop skill in the use of grammatical structure.

MATERIALS: Picture Lotto Set

PRESCRIBED ACTIVITIES: - Picture Lotto

1. Play this game with two to four children; give each child a large card and place the smaller cards in the tray. Tell the children that you are going to work together to cover the large cards. Remind them that they are to speak in sentences.
2. Have one child draw a card and describe it, This is a boy and girl drinking milk, who has that? The child having this picture on their large card replies, I have that. Model the responses as necessary.

EVALUATION: The child will use grammatical structure as he matches two pictures that are alike.

REINFORCEMENT:

1. For the older children, use the six cards in the set. Stress cooperative effort rather than competition in covering the cards. As each child draws a card say, What is he(she) doing? The child is to reply using a complete sentence.
2. For the young or immature child, use only one card for a child and stress the visual aspects of the activity. Limit the required response by asking, Who has this? and show the small card, have the child reply, I have it.
3. Play the game using the Farm Lotto, Zoo Lotto or Object Lotto games, have the child practice the structured conversation.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: When given two articles the child will say, I have two ------ s, sounding the final s.

MATERIALS: Bag containing one of each of the following; toy car, toy airplane, blue block, red block, button, box containing two of each of these numeral cards, clothespins

PRESCRIBED ACTIVITIES:-Final "S" sound

1. Seat the child, say, I have a surprise bag, reach into the bag and take something. Let the child draw an object from the bag and have him tell what he has using a sentence as he displays the object, I have a block.

2. Give the child a block from the box and ask, Now how many blocks do you have? If he answers two, ask Two what? Lead him to say I have two blocks. Point out that we say a block or one block or two blocks. (Emphasize the final s). Have the child say, I have two blocks, sounding the final s.

3. Let the child draw the other objects from the bag, have him make a sentence, I have a car, give him a toy car from the box and ask, How many cars do you have? Lead him to make a sentence, I have two cars, Listen carefully for the final s.

EVALUATION: The child will use the plural correctly and sound the final s.

REINFORCEMENT:

1. Group three items together and have the child say, I have three------s. Point out that if there is more than one, you say s at the end of the word.

2. If the child has a number concept of five and knows the numerals, have him arrange clothespins under the correct numeral card, have him count the clothespins for you saying, Here is a clothespin, Here are two clothespins, Here are three clothespins, etc.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: When shown pictures of the events in a story which he heard previously, the child will tell the story and dramatize it.

MATERIALS:
Tell Again Story Cards
Story Book

PRESCRIBED ACTIVITIES:- Telling and Role Playing Stories

1. Select the pictures for a story, seat the child at a table, sit beside him holding the pictures in sequential order and tell the story holding up the picture appropriate to the action.
2. At the next session, seat the child and give him the set of pictures, helping him recall the events in the story. Then have the child dramatize the story, if only one child is present, allow him to role play the central character with the teacher assuming other roles. If more than one child is present, alternate the roles of the children allowing each to play more than one. Prompt the child if he has difficulty playing the role but allow him to be creative when enacting the situation.

EVALUATION: The child will tell a story that he has heard previously and dramatize it.

REINFORCEMENT:

Read a story from a children's book and have the child recall the story several days later and then dramatize it.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: While reviewing a zoo experience using books, models and puppets, the child will verbalize about the animals.

MATERIALS:
The Nest Book, The Baby Animal Book, The Zoo Book,
Teaching pictures of zoo animals
Models of zoo and farm animals
barn and cage made from boxes
paper bag puppets

PRESCRIBED ACTIVITIES: - Discussing animals

1. Seat the child, have him repeat short sentences from the books and talk about the animals pictured.

2. Have the child look at the Zoo animal pictures and models of animals, lead him to recall a trip to the zoo and talk about it.

3. Make paper bag puppets of the zoo animals, Have the child role play a visit to the zoo. If several children are in a group, give each of the children puppets, station them in "cages" under the tables and chairs; encourage speech and prompt them as needed while they pretend they are the animals the first child is visiting the zoo.

EVALUATION: The child will verbalize about animals while reviewing a zoo experience.

REINFORCEMENT:

1. Make a barn and a cage using boxes and construction paper, cut a large piece of red construction paper to resemble the front of a barn and paste it over the open end of the box. Cut a large piece of black construction paper to resemble the bars of a cage and fasten this to the second box.

   Give the child the models of farm and zoo animals and have him place the farm animals in the barn and the zoo animals in the cage. He is to say, This animal is a (horse) and lives on the (farm). Encourage him to talk about animals as he works.

2. After the exercise is completed allow the child to play freely with the animals, cage and barn. Encourage him to verbalize during the free play.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: When shown pictures of a skunk, squirrel, snake, fox and rabbit, the child will name the animal and tell two facts about it using complete sentences.

MATERIALS:
Pictures of a squirrel, skunk, fox, rabbit, and snake
puppet
box

PRESCRIBED ACTIVITIES: - Sentence Practice Discussing Animals

1. Seat the children, place a puppet on your hand and speak for the puppet saying. My name is Sam and I live with my family in a little house in the woods. There are so many animals living there and I don't know anything about them. Reach into my box and catch an animal and tell me about him.

2. Let the child draw a card from the box and tell all he can about that animal. If the child needs prompting use the puppet to ask questions such as, What is the animal's name?, Where does he live?, How does he move?. Encourage the child to use complete sentences such as that is a skunk, the squirrel lives in a tree, or the snake crawls on the ground.

EVALUATION: The child will name skunk, squirrel, fox, rabbit and snake when shown pictures and tell two facts about each using complete sentences.

REINFORCEMENT:

1. If the child has difficulty with the exercise, have him name the animals using a sentence.

2. Describe one of the animals letting the child guess which it is, then have him describe the animal for the teacher to guess. If several children are in a group, let them make a game of this by describing an animal while the others guess.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: During a discussion of the city and country, the child will tell three things found in each and will verbalize freely about the city and country.

MATERIALS: Two pictures, a panoramic view of the city and one of the country

PRESCRIBED ACTIVITIES: - Discussion of the City and Country

1. Place the picture of the country in a pocket of a slot chart, and have the child sit in front of the picture. Begin by saying, Tell me all about this picture and allow the child to talk freely. If the child needs prompting, point to various things in the picture and ask questions such as Who lives here?. What do you think these people are doing? What do you think is growing here? When did it begin growing? How many animals can you find? What are they?

2. Remove the country picture and place the city picture in the slot chart. Encourage the child to tell about the city, stimulate his thinking with questions, What kind of building do you suppose this is? Why do you think so? Where would you buy food? clothes? Where do you suppose these people are going?

3. Place both pictures in the slot and lead the child into a discussion of the differences between the city and country, lead by questions and conversation to the concept that the food which is bought at the store in the city is grown in the country and the farmer buys the things he needs in the city stores.

4. Turn the pictures over and ask What did you see in the country? What did you see in the city?

EVALUATION: The child will tell three things fround in the city and the country.

REINFORCEMENT:

1. Place a picture of the supermarket in the pocket chart and invite the child to tell about it. If necessary lead him with questions to talk about his own experiences in a supermarket. Lead him to understand the supermarket is located in the city and the vegetables that are grown in the country are sold there.

2. Use other pictures which are of situations familiar to the child, such as family, schoolroom and playground scenes and use the same method to encourage him to speak freely and easily.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE When shown pictures portraying various emotions, the child will talk about these feelings and relate them to himself.

MATERIALS: Pictures portraying emotions

PRESCRIBED ACTIVITIES: - Discussing Feelings

1. Select pictures portraying such emotions as joy, anger, fear, laughter, sadness from a commercial set such as Moods and Emotions or Understanding Our Feelings; or cut pictures from magazines.

2. Show the child a picture and ask, How do you suppose he feels? If the child does not verbalize freely, lead him with such questions as, What do you think happened? When do you feel like that? What do we call that feeling?

3. Encourage the child to speak freely about his feelings, give him full attention when he is talking.

EVALUATION: The child will describe the emotions portrayed in pictures and relate them to his own feelings.

REINFORCEMENT:

1. Seat the child in front of a mirror and tell him to make a happy face, a sad face, a mad face. Encourage him to tell about things that make him happy, sad, or mad.

2. Give the child an exercise to strengthen the muscles of the face. While seated in front of the mirror, have him say the rhyme;

   I'm a funny little clown,
   I can laugh or I can frown.

   After saying the rhyme he is to alternate smiling and frowning in rapid succession.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Speech Practice

BEHAVIORAL OBJECTIVE: After a story has been dramatized by the teacher with the aid of puppets, the child will recreate the dramatization.

MATERIALS: Puppets

PRESCRIBED ACTIVITIES: - Dramatization

1. Create a simple story based upon a situation familiar to the child, if practical use his name in the story. Tell the story using hand puppets which have been purchased, hand sewn, or made by drawing a head and pasting it on a paper bag.

2. Using a puppet on each hand, tell the story and then give the child the puppets and have him recreate the story. If two or three children are present let each child manipulate one puppet.

3. Situations to dramatize:
    a. The role of each parent in the home, Daddy going to work, mother cleaning and cooking, children picking up toys.
    b. Two children quarreling over a toy and then becoming friends as they learn to share.
    c. Children going on a trip to the farm, zoo or store.
    d. Community helpers assisting a child; policeman helping a lost child find his mother, fireman coming when a fire is reported, postman bringing a package or letter.

EVALUATION: The child will dramatize a story using puppets

REINFORCEMENT:

Find stories in children's books which can be dramatized. Have the children make paper bag puppets to dramatize the stories.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Olfactory

BEHAVIORAL OBJECTIVE: Upon smelling the contents of a bottle, the child will name the substance and match it to an identical odor from a second set of bottles.

MATERIALS:
12 bottles
2 boxes
6 items having a distinctive odor (2 each)
cotton balls

PRESCRIBED ACTIVITIES: - Identify Odors

1. Place the bottles in two boxes making two sets of six so they can be matched. Place each item that will be smelled in two bottles and replace the caps. Liquids should be placed on a cotton ball.

   Possible odors to be identified:

   vinegar
   perfume
   soap
   cloves
   cinnamon
   nutmeg
   bleach
   onion
   coffee
   garlic
   pine
   alcohol

2. Have the child remove the cap and smell the bottles in one set. He should be able to identify each substance from the odor. If he can not, teach the names of the odors showing him the substance as well.

3. Have the child smell a bottle from one set and find the identical odor in the second set.

4. Change the contents from time to time.

EVALUATION: The child will identify certain substances from the odor.

REINFORCEMENT:

1. Blindfold the child and have him repeat the exercise.

2. Bring flowers to the class and have the child note the odor.

SPECIAL EDUCATION COMPONENT

Language Development Educational Prescription

TRAINING AREA: Touch and Taste

BEHAVIORAL OBJECTIVE: Without seeing the items, the child will identify apple, orange, banana, carrot, and potato by touch and taste.

MATERIALS:
Paper bag, apple, orange, banana,
carrot, potato
apple, orange, banana, carrot cut into bite size pieces
toothpicks
2 paper plates
blindfold

PRESCRIBED ACTIVITIES: - Identifying by Touch and Taste

1. Place the food in a paper bag. Sit facing the child. Have him reach into the bag and take something in his hand; without removing the items from the bag, have the child name it and then remove it from the bag, to see if he has guessed correctly.

2. Lay all of the items on the table and lead into a discussion encouraging the child to talk about them. Include such questions as, How could you tell this was a banana, when you couldn't see it? How does an apple grow? A potato? Where do you think I got these? Lead to the idea that the fruits and vegetables grow on the farm and are purchased at the supermarket.

3. Insert toothpicks into the bite-size pieces of apple, orange, banana and carrot, place these on a paper plate and cover them with a second paper plate. Blindfold the child, place one of the pieces of food into his mouth, have him guess what he is eating.

EVALUATION: The child will identify apple, orange, carrot, banana, potato by touch and taste.

REINFORCEMENT:

1. When the child has learned other fruits and vegetables repeat the exercise with these.

2. Repeat the exercise making it more difficult by increasing the number of items or by using fruits and vegetables that are alike in shape and texture.

MATERIALS FOR SPEECH LESSONS*

Liquid Hand Soap	Liquid Hand Soap 1 gallon #17 Practical Drawing Co. 2205 Cockrell Ave. Dallas, Texas 75222
Matrix Activities	Matrix Board Appleton - Century - Crofts Division of Meredith Corp. 440 Park Ave. So. New York, N.Y. 10016
Mirror	Montgomery Ward Co #77B4741A
Pictures: Bowmar Set	Series of 9 picture story sets # 360 Bowmar 622 Rodier Drive Glendale, California 91201
Talk-Starter Pictures	Talkstarters Code 2887 Scott Forsman and Co. Glenview, Illinois 60025
Picture Lotto	Ed-U Card Lotto Games Practical Drawing Co.
Plastic Farm Animals	Home - Farm # 5030 Reid Sales Co. 705 N. Sylvania Ave. Fort Worth, Texas 76111
Plastic Zoo Animals	Zoo Animals # 69/325 N. Reid Sales Co.
Puppets	Reid Sales Co.
Puppets, patterns for paper-bag puppets	Paperbag Puppets, 1966 More Paperbag Puppets, 1968 DeAtna M. Williams Fearon Publishers 2165 Park Blvd. Palo Alto, Calif.
See Quee Puzzles	See Quee Puzzles Nursery Rhymes Q52, Q44, Q46, Q47 The Judy Company 310 North Second Street Minneapolis, Minn. 55401

* check with SEIMC

Language Development

References

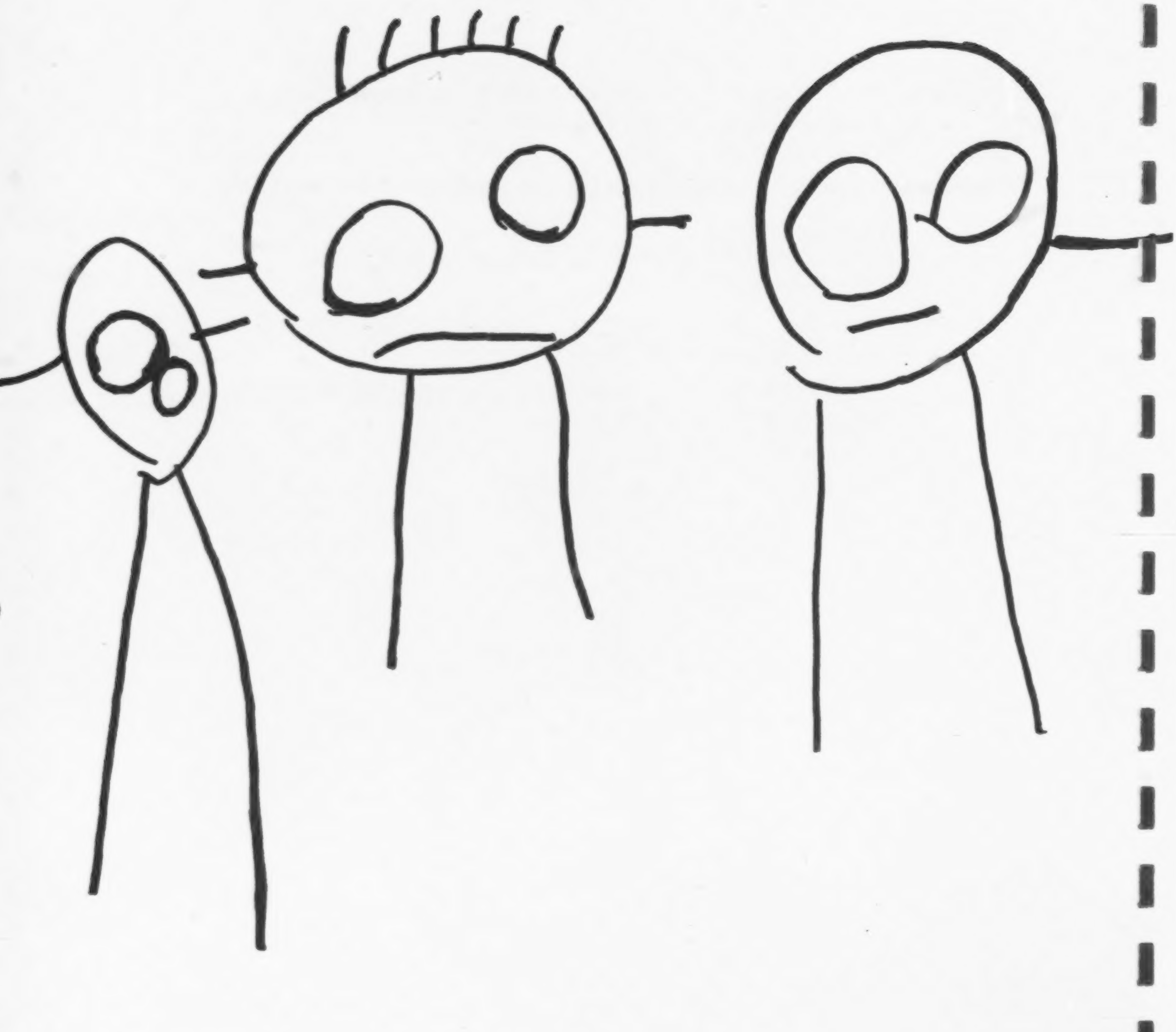
1. Johnson, Doris and Myklebust, Helmer. *Learning Disabilities: Educational Principles and Practices*. Grune and Stralton, 1967.

2. Montessori, Maria. *Dr. Montessori's Own Handbook*, Schocken Books, 1965.

3. Radler, D.H. and Kephart, Newell C. *Success Through Play*, Harper and Row, 1960.

4. Frostig, Marianne. *The Developmental Program in Visual Perception*: Teacher's Guide, Follet Educational Corporation, 1966.

5. Chaney, Clara M. and Kephart, Newell C., *Motoric Aids to Perceptual Learning*, Charles E. Merrill Co., 1968



Drawing by
Four Year Old
Boy

PARENTAL DEVELOPMENT

I. Rationale

School administrators often stress the need to involve the parents of the disadvantaged child in the school program. Without parental cooperation, the work of the school and especially the special education component can be difficult. Schools with high parent involvement attempt to fit programs to parental schedules, constantly keeping theparents informed of school activities, and in some cases even providing baby sitting services at school. (1)

Many preschools have instituted programs which involve parents in the school's work in an effort to influence the nonschool environment of the children. All of the personnel of preschools that operate parent programs report that the task of gaining active parent interest and support is long and difficult. Parents in disadvantaged areas are often not accustomed to having the school actively interested in them and their children. Many mothers have several younger children to care for and are unable to participate although they may wish to do so. Some parents have ugly memories of their own unsuccessful schooldays and are not therefore disposed to new involvement with education or with the people in it. (1)

Many preschool programs require participation in a parent program as a requisite to the children's attendance in preschool. By taking advantage of most parent's desire to do anything they can to help their children (which includes, of course, sending the children to preschool) the preschool program has a lever with which to influence parents as well as the children. In one preschool-parent education project, the purpose of the parent meetings is to teach parents about language and ways in which they can help to improve their children's language. The task, as many preschool people see it, is to get the parents involved and active in the work of the program and thus increase their total interest in the school's work. (1)

In some preschool education projects, attendance by parents at a weekly meeting is mandatory. These meetings are held to inform theparents about what the program is attempting to do for their children, educate the parents in hygiene, child care, employment, community activities, encourage parents to assist in certain phases of program planning and to take an active role in children's field trips, children's parties, and the building and making of teaching making of teaching materials. (1-2-3)

Parent aides are used in many projects. It is felt that hiring local people serves to free the teacher from many of the routine, non instructional tasks of the classroom, and to help parents and those with whom they associate in the community to understand what the school is doing.

The family situation is significant for the child's development. It is in the family that the child first acquires a culture and develops his unique approach to the tasks of life. It is here that he learns the primary social skills. The family affects the child's feelings about personal adequacy and provides the first models for his behavior. Parents are the first teachers: The child learns not only from what they say but from observing their behavior.

The special education component of Central Cities feels that parents should have a vital part in the preschool's program, so that parents and teachers can work together for the good of the children.

Parent attitudes toward handicapped children have been the creation of the society in which those parents lived. For many years society pointed the finger of difference and non-acceptance toward the handicapped child and toward his parents causing them to react by protection, shelter, or rejection. The parent was not free to express a real feeling about the problem which he faced daily until attitudinal growth and social maturation did take place. As a result of this social maturation which took place before and during World War II, parents across the nation, in Canada, and elsewhere began to organize in behalf of their own children. (3)

Nearly every parent is deeply interested in his child's progress in school. This applies particularly to parents of handicapped boys and girls. Realizing that the handicapped pupil has special problems which may make it more difficult for him to adjust in complex society, the parent frequently displays great concern about the child's educational growth and development. (3) Because of this concern, the special education component finds it essential to provide these parents with detailed accounts of their children's school progress. This is done through visits made by the home-school counselor.

In addition to simply "getting in touch," these visits interpret the school program to families, provide information about school events, suggest ways parents may assist the school program, counsel them about behavioral or school problems and put them in contact with appropriate community assistance agencies.

Other agencies concerned with the exceptional child make counseling available to parents. There are numerous clinics outside of school which deal specifically with various phases of special education. Oftentimes there is an integration of a few of these clinics using an interdisciplinary approach to the problems presented by exceptional children. (5) These agencies are available for the parents and their handicapped children. It is the task of the home-school counselor to see that the parents are aware of these services.

Parents must be sufficiently involved in the preschool to understand its importance for their children and to give support and reinforcement to the tasks of the school. Parents should be so committeed to the school that they are willing to do everything possible to insure the continuity of the child's school experiences. It would be well for parents to learn appropriate communication patterns so that they can do much of this on their own with their own children. When parents can provide stimulating home environments for the development of their children, then one might foresee the time when special nursery school-kindergartens will not be so widely needed. For this reason, every effort should be made to have parents serve as part-time assistants and observers in these schools. (5) The special education component is working to show the parents of the disadvantaged handicapped children that education can open new opportunities for their children.

II. Liaison Between Home and School

Since its beginning Central Cities Preschool has invited parents to come to school to become informed and to get involved. The special education component makes special efforts to see that the parents of the handicapped children are involved in the program of the school. Visits are made daily to homes of parents by the home-school counselor to inform them of the activities of the center, what the center is doing to help their children and the progress they are making in school. Suggestions are given to the parents about ways in which they can help extend the teaching that is done at school. Educating children requires the joint efforts of school and community, however, many times, both extension and enrichment of the classroom program. (6) The special education component is becoming increasingly aware of the variety of ways in which parents can participate in the educational program and is attempting through contacts with its parents, to expand parent participation.

An effort is made to reduce the anxieties of the parents in order to assist them in understanding the limitations of their children, and to have them deal with the children more intelligently as a result of the preschool experience. This is accomplished by frequent discussions of the problems of the child with the parent at the school and at home.

When a feeling for humanity exists, each individual is accepted, no matter what his limitations or strengths. The potentialities of parents are nurtured as a dynamic and important asset, and Central Cities special education component seeks to release thepotentialities of all those caught in the ongoing life of the school. Parents are accepted as they are, the cooperative ones and the difficult ones. All must be regarded as co-workers in the joint adventure of educating the children. It takes time and more time, as well as continuous effort to maintain these relationships.

Since the home is so important in the work of the schools, every effort must be made to strengthen the relation between the home and the school. (5) There is increased awareness of the impact of home life, parent attitudes and community influences in the determination of the child's sense of self, his aspirations, his values, his achievements.

The visits to the home establish greater rapport between, home, school, and community; build closer ties in teacher-pupil-parent relationships; and enable teachers to obtain first hand information on the home condition of their pupils. They also help build a positive image of the school as an agency which reaches out to the disadvantaged family.

If children are to be helped to help themselves it is important to recognize the strengths as well as the weaknesses of their environment. Thus the school, never an island of isolation, has moved even further into the child's extra school life. The school has developed more fully its program for the involvement of parents in the education of their children.

III. Provide Parents Assistance and Counsel For Reinforcement of Center Program

If parents could be helped to see how the day-to-day stimulation in a home and the activities that can be carried out in a normal course of everyday living together as a family are really contributing to the learning process and are part of it, they might be able to relax somewhat with the relatively simple life of the preschooler. At the same time they should feel justified in doing so, since they are contributing to the learning process.

The home environment has been studies as a means of understanding the factors which influence the development of children. Studies repeatedly show that the home is the single most important influence of the intellectual and emotional development of children, particularly in the preschool years.

A child's pre-academic success in a training program is dependent upon home reinforcement. The special education component's work with parents is planned to emphasize items that will be of immediate relevance for the children's attitudes and aptitudes concerning school achievement.

Love and affectional needs relate to the ability to give and receive love from others. Parents who fulfill this need do so by accepting the child whatever he may be regardless of what he does. Families from lower socio-economic class love their children just as those from the middle class. Buth there is less time to devote to children and less of a basis for understanding the goals toward which the children are working in school. In other words, there tends to be less communication between adult and child. (7)

The home-school counselor gives verbal recognition to the parent's concern for their children, and shows approval of the parent's effort to provide for and work with the child on the various small projects. Many of the efforts are aimed at showing theparent specific things that they can do at home with their child that will relate to future school success.

Participation in this type of assistance to parents is a unique job which requires the counselor to be alert at all times. To encourage parents to become interested, or more interested, in their children means that the counselor must be a good listener, playing the role of the doctor, nurse, minister, or other helpful friend. (8)

To go into a home and persuade the parents of these handicapped children to listen to what you have to say, also means that the counselor must create an atmospher of ease, transforming the apprehensiveness she feels when she first enters. The parent must be made to feel the need for interaction with the child and the counselor must make her visit so interesting that she sets the stage for future visits.

The home-school counselor explains to the parents that they are their child's first teachers and the only ones he will have until he is ready for school. A child is or becomes what he is taught and exposed to in his preschool life.

With the parent's cooperation, the counselor attempts to expose them to many meaningful experiences that will enable them to help the child grow. Suggestions, however, are paractical and classified by example or demonstration. Accepting the fact that they are members of the teaching team, what can parents do to be better "home teachers?" They can arrange a learning atmosphere at home, promote optimum health, set an example for teaching democratic values and encourage good home-school relations.

Books and poetry should be a heritage of all children. Make them available in the home and plan trips to the library. Time should be reserved for children each day for unplanned things; those which replenish mind and spirit; time to play with friends; time to enjoy books; time to explore, discover, create, or reflect on their own.

Through working to develop the "art of conversation," the parents are encouraged to talk with their families in sentences, requiring sentences in return; to make use of nursery rhymes and stories; to show interest in what the children do in and out of school; to show interest also in books, the newspaper, the library; and to take their families to interesting places. Frequently the complexity of the outside world mystifies children, and help must be given in how they can take advantage of outside sources; how to use the bus, enter a library, or visit the zoo. The many ways in which parents spend with their children particularly at mealtime, in play and at other times during the day have been found to be central factors in developing skills which prepare children for school. Language and cognitive development, development of interest in learning attention span, and motivation of the child are significantly influenced by the objects in the home, the amount of parental interest in learning and the amount of practice and encouragement the child is given in conversation and general learning. (5) Useful suggestions also include how and what stories to read to children, what trips to take, and how to encourage older brothers or sisters to help the young.

Trips to concerts, museums, zoo, cooperatively planned and taken with children, provide a rich learning atmosphere. From such experiences children abstract meaning and concepts not only about the nature of the world but also about the importance of these things to their parents.

The home-school counselor usually asks the following questions: "What does your child enjoy doing at home? What are his favorite games? Who are his best friends in the neighborhood? Does he invite the children in to play? Does he put away his clothes and toys when he is finished with them? Can he dress himself? What time does he usually go to bed? Does he take a nap during the day? Is he afraid of the dark? Does he have any fears?" The counselor then tells the parent that children are different in size, ability, and in almost everything. Each child grows according to his own ability.

The parent is made cognizant of the fact that enjoyable conversation should be encouraged at meal time for all the family, so that it may be extended during the evening meal. Examples are given, always using familiar things, that are a part of the parent's experiences. As the child develops language ability he will be able to express himself well enough to become curious about the things around him. Encourage him with such questions as: "What vegetables do we see in our grocery store? Where do they come from? How does mother cook vegetables?" Have children look through magazines; find and cut out all the vegetables they see. Another group of questions that could be asked while the mother is preparing the meal includes counting and making the child aware of various parts of his body. "How many hands do you have?" Show the parent how to read a story to the child by first reading it to the parent and letting her play the role of the child. Ask questions about the story. Such activities as home improvement, cleaning, painting, drawing, coloring, pasting, collecting things, going for walks, and watching pet animals can be family affairs. All these activities will make the child think and will help to develop his mind.

Teachers everywhere often plead for parents to send healthy, happy children to school. They often find themselves defeated by the physical and emotional fatique of their pupils. Some guidelines for parents are: encourage children to be themselves, accept them as they are now, encourage individuality and share in their children's interests. There are so many pressures which seem to jerk children out of childhood and eject them into the whirling orbit of adult ways. Childhood is a special period in one's life and should not be telescoped into a few years. Parents must realize that self-confidence is part of a good self-image and help the child to discover his capabilities and show pleasure in them. It is through his strengths (not weaknesses) that most success is achieved.

Realistic expectations should be set for the child. It must be taken into consideration that all children cannot excel academically. Many types of "giftedness" are needed for today's society.

A respect for a healthy body should be inculcated in the child. Parents should encourage good health habits and provide time for physical activity. Parents must set examples by practicing good health habits themselves and take time to enjoy physical activity. The daily"10:00 a.m. dropouts" hinder a teacher's effectiveness. Parents must realize that late hours, emotionally loaded television, and little or no breakfast mean a sleepy, exhausted child not ready for a school day. (9)

The picture of the little child stepping in his father's footprints is a compelling one. Nowhere do parents teach more clearly by example than in the area of values. Respect or scorn for authority, peoples, creeds, life itself is taught by parental actions. Teachers want parents to teach children to respect authority, help them to be tolerant and understanding of others, imbue them with a sense of responsibility to themselves and those about them. These are all values in our democratic way of life. As parents recognize and reinforce the importance of learning academic skills, children will feel more competent and positive about their own abilities and learning will become easier. (7)

IV. Training Program In The Home

The purpose of counseling of parents in a preacademic program is to help parents accept intellectually and emotionally the specific problems which face them. In addition to working with children the home-school counselor (1) defines normal language and learning skills and deviations as they unfold in the classroom, (2) provides and classifies teaching procedures to be carried out at home, and (3) motivates parents to carry out a home training program.

Most parents in disadvantaged areas do care about their children. Parents want their children to succeed in school, to succeed in escaping from the poverty that they, as adults, have always known. Many teachers report that the greatest problem is that parents, however concerned they are, do not know many things about hygiene, child care, or child development, which are common knowledge to the middle class parent. Many parents cannot afford to buy books for their children. They often do not know the value of a book and are not to be expected to realize the importance of providing books for their children. The parent's ignorance of the existence and nature of their children's deficits compound the severity of these disadvantaged children's deficits. Many of these parents were disadvantaged children themselves and grew up in a school system and society which did not take the compensatory measures that are finally being taken. (1)

Some parents need to listen in a group. In a group situation, the home-school counselor is able to verbalize the feelings of many parents- which parents are afraid to say out loud. The reason given to parents for participating in groups is to help their children be more effective learners in school. It is pointed out that relationships between parents and children can often be hindrances to a child's motivation and learning ability and that participation in the group might assist the child to do better school work.

Parent groups have a significant part to play in assisting parents to accept and adjust to their exceptional children. These groups, composed of parents of handicapped children, can offer mutual understanding not available from any other source. Because they share similiar problems, the parent members are able to gain insight not possible through other experiences. When provided with wise leadership, these organizations can be powerful agents for the betterment of exceptional children. (3)

The importance of these programs to the total effectiveness of the preschool has been iterated by teachers who work with established community parent programs. The children spend most of their day in the home, regardless of how carefully planned and how effective a preschool curriculum may be. Home conditions which can be improved or changed to support and reinforce rather than counteract and weaken what is taught in preschool are considered desirable and worthy. For optimum child development, close cooperation and coordination of efforts of the home, school, and community are needed. A project could be designed to accomplish several aspects of this. For example, it could provide parent study groups staffed with specialists able to help parents understand the nature of their children's handicaps, accept their limitations and learn how to assist children toward adjustment. Project related home visitations by teachers, counselors, or school social workers would strengthen such an undertaking. (10)

Reinforcement of skills learned and enrichment of concepts must be a continuing process between home and school. The teacher cannot do it all. The training activities should be oral and written. Guidance and specific suggestions as to how they might help their children out of school hours are needed, for most parents do not consider themselves teachers. (11)

Teaching parents techniques and providing them with information related to language and learning is accomplished primarily through group and individual conferences. The special education component realizes that parents need guidance in carrying out at home the teaching principles used at school. Some parents need to be "spoon fed" while others can develop their own techniques and plans for action. It is realized that success of the preacademic program is dependent upon cooperation and insight of parents.

The Component attempts to have parents observe aspects of teaching which may be helpful in planning home training programs as well as gaining a better understanding of their children.

As with all children, early and continous work with the parents of disadvantaged children is essential. More effort has to be expended with these parents than with some groups in careful establishment of rapport. Home visitations, school conferences, and informal small group "get togethers" over a period of time will elicit at least some parents a response which will contribute much to the child's development. (12)

V. Referrals To Child-Serving Agencies

The school often turns to other agencies for assistance with the many health, social and personal problems that manifest themselves within the school. The school's awareness of these contributes to greater community coordination efforts.

Pupil personnel services benefit all pupils. The primary purpose of these services is to facilitate the maximum development of each individual through education. These services are essential to adequate appraisal of individual needs and potentialities and the realization of the potentialities. The services encompass the following major services: guidance, health, psychological services, school social work services, and attendance. The influence of the school is considered second to that of the home. (4)

The special education component has accepted the responsibility of seeing to it that the children referred to this component are in many instances referred to psychological and educational clinics. The utilization of cooperative ties with other service agencies is kept open. In addition to the psychological and educational clinics there are many other services under various titles dealing with problems of exceptional children that the component uses. Among these services are included: The Child Study Center, which encompases the Diagnostic Clinic, Child Guidance Clinic, United Cerebral Palsy Association, Foundation for Visually Handicapped and the Tarrant County Association for Retarded Children; Speech and Hearing Clinic at T.C.U. and Fort Worth Public Health Center. The goal for these services is common to all: adequate placement and training for the various types of exceptional children in order to obtain optimum adjustment for the child involved.

The Child Study Center is an exciting new concept in the diagnosis, management and treatment of the handicapped child. The Center is ideal for comprehensive diagnosis and treatment. The total needs of the child can be diagnosed at one time and the treatment or training the child needs can be coordinated between the five agencies. Referrals are made in order to obtain as complete an audit as possible of the child's assets and deficits. Once this has been accomplished a diagnostic label is selected to provide a brief description of the problem. The labels are definable and functional for physicians, parents, and teachers. Hearing impairment, specific learning disabilities or mental retardation are acceptable terms that apply to children who may need special education. A continued search for the cause will be certain to benefit parents who are anxious to know "Why" as well as physicians and teachers who will be better equipped to plan their treatment and training program. When a child is referred to the Child Study Center because of "school problems," the clinic requires an accurate picture of the child in the school setting. The information is needed to formulate a meaningful study which deals with the aspects of the child most relevant to his problems.

Usually parents and the home-school counselor are allowed to observe the child in the playroom or testing room. The experience has been that the parent sits quietly and the child becomes so engrossed in the "games" that he ignores all but the examiner and the materials. The purpose of an observation class is to obtain subjective and objective information about the child who did not respond in a more formalized testing situation. The examiner selects a room in which the child may move about freely. Pictures and toys are presented to him in a variety of ways. His responses to the stimuli are recorded.

Before referral of a pupil for special services can be sensible, there is the important pre-referral function of identification. The teacher performs this function by identifying children, whose behavior, achievement or expressed concerns seem to indicate the need for help beyond the scope of her time or competence. (12)

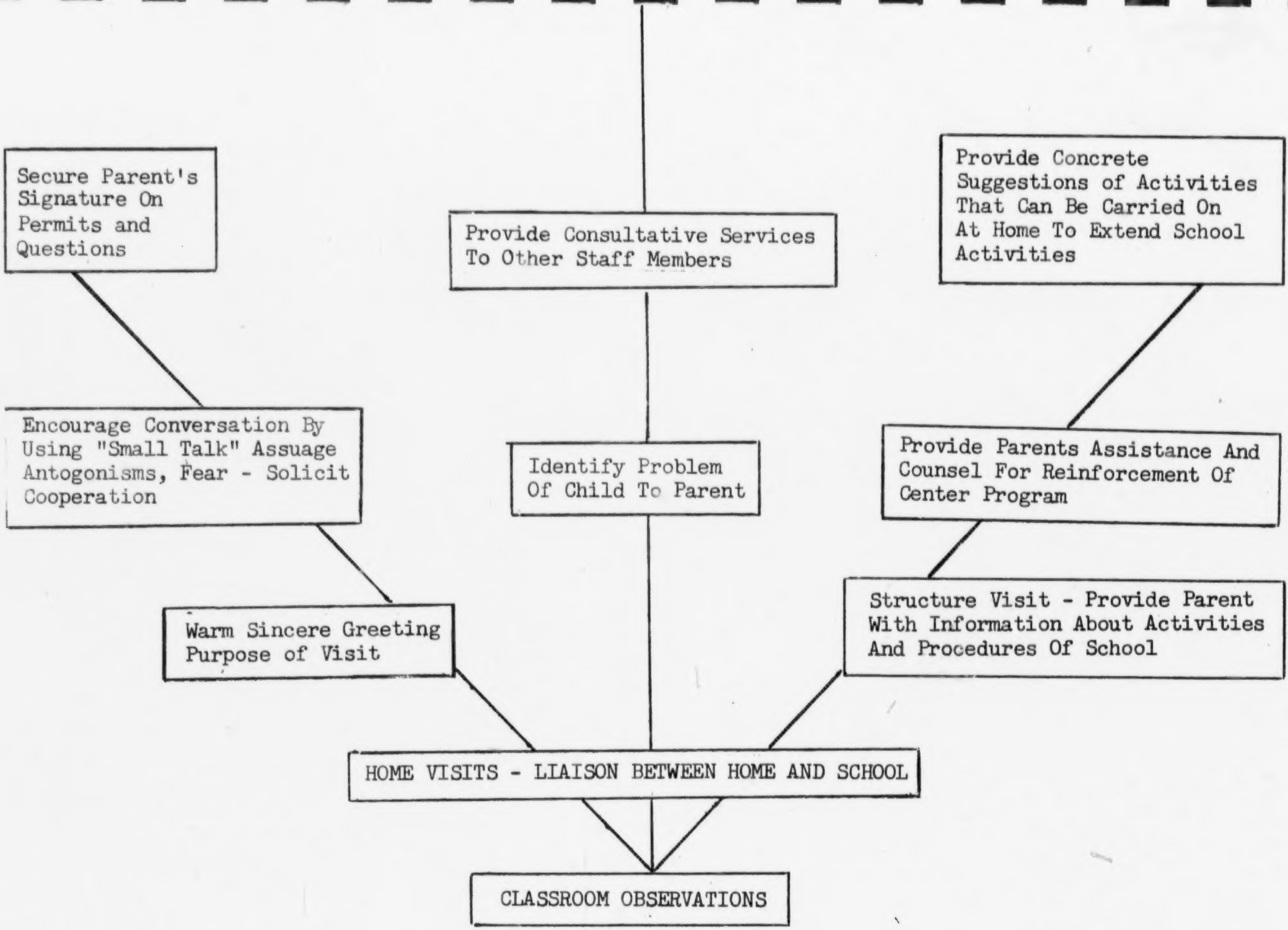
The diagnostician is responsible for sharing with the special education component all meaningful information regarding the areas of the child's problem which was considered most pressing. Knowing details of the problem leads directly to remedial action. If parents have observed the assessment, home training suggestions become meaningful and often benefit the entire family.

VI. Scope and Sequence Chart - Home-School Counselor

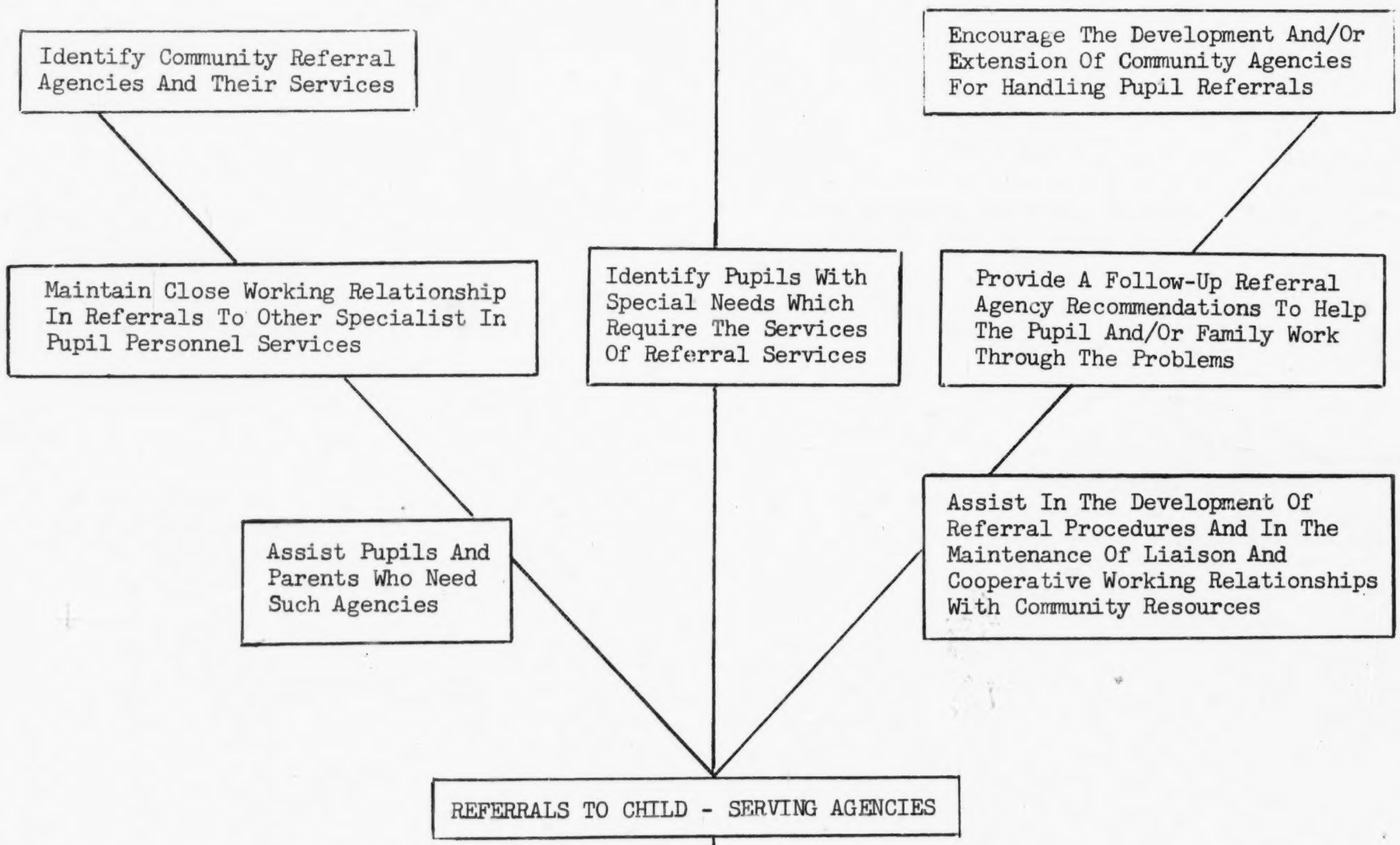
Level I. Home Visits

Level II. Referrals

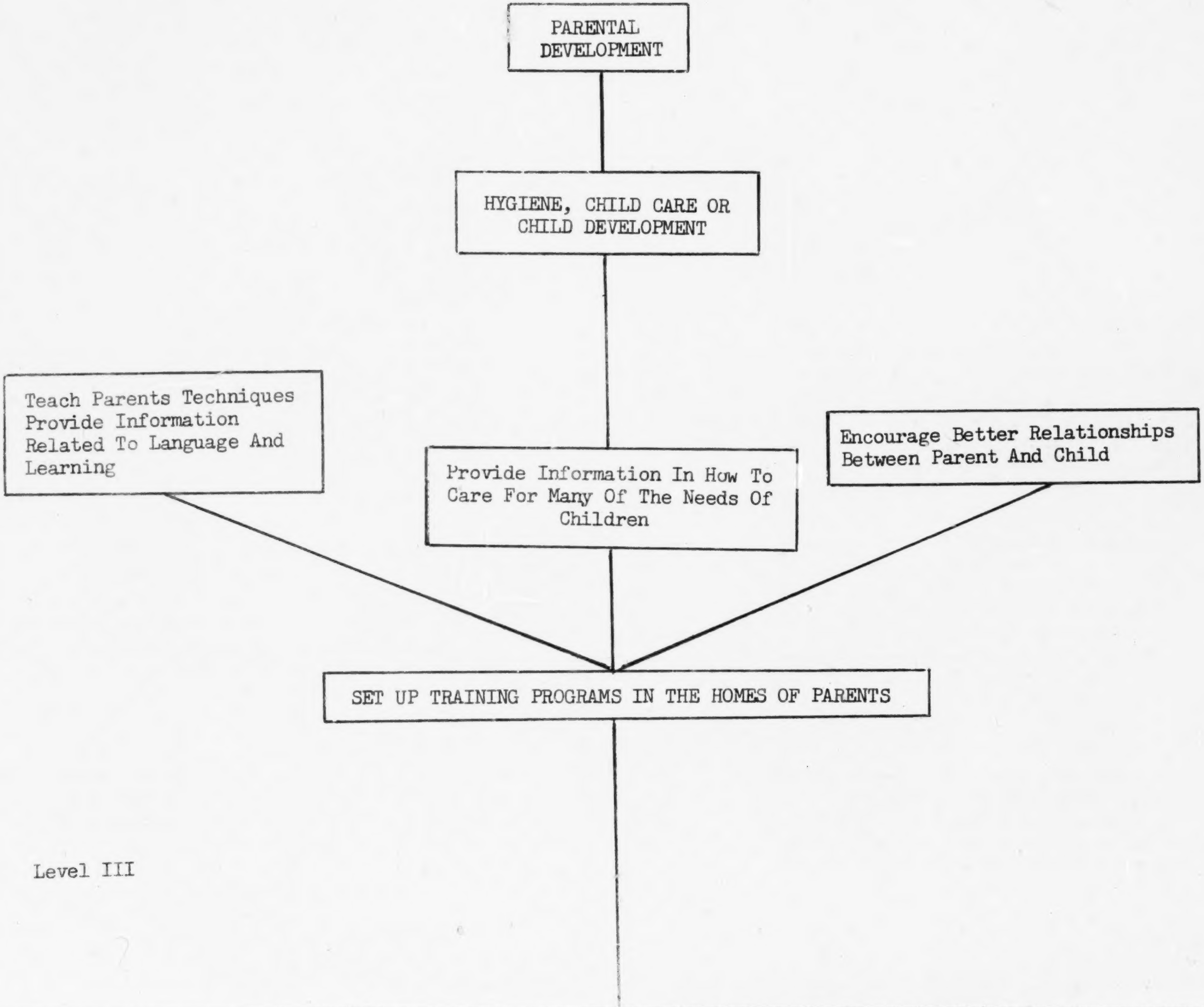
Level III. Training Programs in the Home


Secure Parent's Signature On Permits and Questions
Provide Consultative Services To Other Staff Members
Provide Concrete Suggestions of Activities That Can Be Carried On At Home To Extend School Activities
Encourage Conversation By Using "Small Talk" Assuage Antogonisms, Fear - Solicit Cooperation
Identify Problem Of Child To Parent
Provide Parents Assistance And Counsel For Reinforcement Of Center Program
Warm Sincere Greeting Purpose of Visit
Structure Visit - Provide Parent With Information About Activities And Procedures Of School
HOME VISITS - LIAISON BETWEEN HOME AND SCHOOL
CLASSROOM OBSERVATIONS

Level - I


Identify Community Referral Agencies And Their Services
Maintain Close Working Relationship In Referrals To Other Specialist In Pupil Personnel Services
Assist Pupils And Parents Who Need Such Agencies
Identify Pupils With Special Needs Which Require The Services Of Referral Services
Encourage The Development And/Or Extension Of Community Agencies For Handling Pupil Referrals
Provide A Follow-Up Referral Agency Recommendations To Help The Pupil And/Or Family Work Through The Problems
Assist In The Development Of Referral Procedures And In The Maintenance Of Liaison And Cooperative Working Relationships With Community Resources
REFERRALS TO CHILD - SERVING AGENCIES

Level - II


PARENTAL DEVELOPMENT
HYGIENE, CHILD CARE OR CHILD DEVELOPMENT
Teach Parents Techniques Provide Information Related To Language And Learning
Provide Information In How To Care For Many Of The Needs Of Children
Encourage Better Relationships Between Parent And Child
SET UP TRAINING PROGRAMS IN THE HOMES OF PARENTS

Level III

VII. Tables

- A. Home Visitation Form
- B. Questionnaire for Parents
- C. Parent's Release Form for Field Trips
- D. Parent's Release Form to Child-Serving Agencies
- E. Parent's Release of Photograph Form
- F. Parent Evaluation
- G. Rating Scale - Adjustment
- H. Inventory of Attitudes on Family Life and Children

Table A

Implications for Parent Consulting and Home Visitations

The family situation is significant for the child's development. It is in the family that the child first acquires a culture and develops his unique approach to the tasks of life. It is here that he learns the primary social skills. The family affects the child's feelings about personal adequacy and provides the first models for his behavior. Parents are the first teachers: the child learns not only from what they say but from observing their behavior.

It is true that parents, teachers and counselors observe different aspects of the child's behavior. A sharing of observations can develop a better overall understanding of the child. Teachers will have the opportunity to develop sensitivity to the child's family life. Consulting with parents can be tremendously productive in the preschool area. The school can and must help parents play a more integral part in their child's education. From guidance point of view, improved communication with parents is necessary. Personal contact can help clarify the teachers, counselor's and parent's ideas about the child.

Parent consulting should:

1. Give parents an understanding of family relationships and the setting in which the child is raised.
2. Enable parents to understand the school program and its objectives.
3. Have parents report and share with the school personnel the child's reactions to the school program.

Table A should be used to gather family and general environmental information for studying the child's development. It should help identify the child's development. It should help identify the child's strengths and weaknesses as well as the sort of experiences that seem either to have stimulated or thwarted maximum development of his potentialities.

A record of the information should be kept available for all staff personnel working with the child. Many details of a record may appear routine, and it is easy to overlook information which may actually be of value in accounting for certain aspects of classroom behavior. Some of the items may be understood more fully through consideration of the sample suggestions and questions indicated on the following page.

Observation for Home Visitations

I. Family and General Environment

- a. Birthplace of Father, Mother, Child
    - (1) Evaluate in terms of cultural background
    - (2) Ask how long child has been in city, if born outside of city.
    - (3) Watch for possible parental conflicts.

- b. Language in Home
    - (1) Consider handicap of foreign language or bilingual home.

- c. Mother's Maiden Name
    - This is important for identification purposes, in working with social agencies.

- d. Mother or Father Deceased
    - Consider effect upon child

- e. Name of Guardian - Relationship
    - (1) Is the child in a relative's home?
    - (2) Is parent ill?
    - (3) Did parent abandon the child?

- f. Brothers and Sisters
    - (1) How many children in family?
    - (2) Is child oldest, youngest, middle, or only child?

- g. Family Information
    - (1) Consider physical, intellectual, emotional, social and economic status.
    - (2) How many rooms does family occupy?
    - (3) What additional people live with family?
    - (4) Physical and mental health of parents.
    - (5) Educational background of parents.
    - (6) Parental relationships? Divorce? Separation?
    - (7) Nature of parent's supervision of child.
    - (8) Is there unemployment or low income?
    - (9) Does mother work?

- h. Address
    - (1) Observe the number of changes in address. Each change calls for a new adjustment on the part of the child.
    - (2) Why did the family move so often? Is the home broken?

II. What is the nature of the daily routine?
  a. How does the child get up in the morning?
    (1) Who awakens him?
    (2) Is he called more than once?
    (3) What about dressing?
  b. What happens as he gets off to school?
  c. How does the child get off to bed? At what time?

III. What happens when the family goes out together?
  a. Preparation for going out and special efforts
  b. What happens when away?

IV. How are the child's social relationships?
  a. Ability to make friends with others
    (1) Neighborhood children
    (2) Adults
    (3) Children at school
  b. Does he have pets, and does he take care of them?

V. Explain program of school to parent.

VI. Explain how parent can help to reinforce the teaching done at school. Give examples

Home School Counselor: ______________________

Case ________________________________ Age ______ Date ________

Address ______________________________ Telephone No. ____________

Personal Data:

Table B

The questionnaire may be used to gather information in an attempt to understand the child. Information concerning the child's physical development and medical history helps in the diagnosis of the child for remedial purposes. A child's size and rate of growth are individual in nature and may be the product of such influences as hereditary factors, nutrition and disease immunity. The basic structure and processes of the physical organism are the same for all children and establish the same needs for food, exercises, and rest.

It is assumed that intellectual potential is primarily determined by heredity and prenatal influences. However, environmental stimulation in relation to interaction with other people, things, and events may contribute to a child's ability or inability to reach his maximum development. A child's growth seems to follow a rather general pattern, but the child's individuality should not be neglected since the individual deviations within the general pattern are numerous. It must be remembered that personality does not show isolated patterns but that each pattern should be considered in relationship to the child's background. Each individual differs from other individuals in ability, interests and aptitudes, self-concept, attitudes, needs, energy level, rate and pattern of growth and development, emotional and social maturity, achievement, and experience and background.

This medical history enables those working with children to know something about the child's physical development and better understand why a child behaves or achieves in a certain way.

For these reasons teachers and counselors cannot rely on any one set of counseling procedures but instead can and should use specific techniques for specific problems. The sample questionnaire in Table B is just one technique that can be used and should be completed at the beginning of the school year.

QUESTIONNAIRE for PARENTS

Childs Name ____________ Birthdate ________ Age ________
Address ____________ Telephone Number ________
Name of person giving information: ________ Relation ________

I. Birth of child
1. Was birth normal? ________
2. Weight at birth ________
3. Was the child kept in incubator over 12 hours? ________
4. Was the child born at home or hospital? ________
5. How soon after birth was the first cry emitted? ________

II. Growth of child
1. At what age did child crawl, ________ sit alone, ________ walk ________
2. Was the child bottle fed? ________
3. Does the child eat well now? ________
4. Does he have trouble chewing, ____ swallowing? ________
5. Does he use a fork, ____ spoon ____ or both? ________
6. Is the child toilet trained? ________
7. Does the child dress himself? ________
8. Is the child right or left handed? ________
9. Does he play alone? ________ With others? ________

III. Medical History
1. What serious illness has the child had? ________
Operations? ________
2. Does the child pass out or have seizures of any kind? ________
3. Does the child complain of pain very often? ________
Describe if answer is yes. ________
4. Does the child have hearing problems? ________
5. Does he take any medicines regularly? ____ Name them ________
____
6. Is the child allergic to anything? ____ If so, what is it? ________
____

IV. Development of child
1. Did he cry ______ or was he a quiet baby? ________
2. Does he talk in words or sentences now? ________
3. Can he be understood? ________
4. What type of voice does he have, loud ____ or soft? ________
5. How much television does he watch? ________ each day ____ each night
________ on weekends? ________
How close to the set does he sit? ____ 5 feet ____ 10 feet ____
20 feet ______ 50 feet? ________

Tables C-D-E

Parental Releases

It is always necessary to secure at the beginning of the school year the parent's permission for his child to participate in various activities of the school. Having the parent sign these permit forms will help to eliminate any embarassing or technical situation that may arise. During the school year the teacher or the school may deem it necessary to go on a field trip for concrete experiences. These trips help to extend the classroom teaching. The trips should be well planned and all precautions should be taken. Table C is a sample parent permission form that can be used for these field trips.

Table D is a sample parent release form which may be usd for referrals to child-serving agencies. Many problems are beyond the skill, preparation, or resources of the teacher and school counselor. In recognizing his own limitations, the home-school counselor seeks to make and coordinate referrals to other school specialists or public and private agencies in the community. Encouraging the development and/or extension of sources for handling pupil referrals is necessary for a total educational program.

Table E is a sample photograph release form to be signed by the parent so that the child's picture may be used on any bulletin, hand out or other form of publicity when needed by the school.

Table C

PARENT'S PERMISSION for FIELD TRIPS

Central Cities Special Education Component
Ruby Williamson Center
Date ______________

______________________________ has my permission to go on all field trips
(Name of Child)

and/or short excursions at any time during the school year that the teacher may deem necessary for concrete experiences. These trips will be well-planned and all precautions will be taken to prevent an accident. I understand, however, that neither the Ruby Williamson School nor the Fort Worth Independent School District can assume responsibility for any accident involving my child while on the excursion.

____
Parent's Signature

Table D

CENTRAL CITIES DEVELOPMENT CENTER

Parent Permission

Special Education Component
Date ______________________

______________________________________ has my permission to go
(Name of Child)
with teacher or supervisor to the Health Center, Clinic, or any place needed for his improvement.

____
Parent's Signature

____
Address

____
Telephone Number

Table E

SPECIAL EDUCATION COMPONENT CENTRAL CITIES DEVELOPMENT CENTER

Parent Permission Form

Date ________________

Name of child ______________________

I give my permission to Central Cities Childhood Development Center to use his/her picture on any center bulletin, publicity or hand out.

____
Parent's Signature

Table F

PARENT EVALUATION

Name of Parent____

Name of Child ____

1. How helpful do you think the parent visit program has been for you?

   Very helpful ____: Helpful ____: A little helpful:

   Not at all helpful______.

2. Did the parent visits present any difficulty for you?

   Frequent difficult _____: Sometimes difficult_____: Seldom difficult_____: Not difficult _____.

3. Did you and your child enjoy the tasks assigned to you?

   Yes _______: No_______.

4. Were the tasks generally: Too hard_______: Too easy ______: Too time consuming _______: Just right _____: Other __________.

5. In what ways were the parent visits helpful to you?

6. Would you suggest any changes for the Parent Visit Program next year?

   Yes__________: No ______________.

Table G

RATING SCALE - ADJUSTMENT

DIRECTIONS:

The terms at either end of each trait scale are to be considered as anchor points. The left end, "1", describes the positive or desirable aspect of a trait while the right end, "5", describes the negative or undesirable aspect of that trait. The center of each scale, "3", indicates the position in which the "average" child would be placed with regard to the trait. In making your decision concerning the rating to be given, freely compare the child with other children of his age level. After circling the numeral which you feel most closely measures the child's adjustment, use the space for "comment" to add any information you believe might be helpful in describing this child's adjustment.

I. SOCIAL BEHAVIOR (Relationship with other children)

A. Consideration for others

considerate				inconsiderate
1	2	3	4	5

Comment ____________________

B. Willingness to share or take turns

willing				unwilling
1	2	3	4	5

Comment ____________________

C. Outgoingness

open friendliness				shy, timid
1	2	3	4	5

Comment ____________________

D. Sense of fair play

strong				poor
1	2	3	4	5

Comment ____________________

E. Tendency to tattle

seldom				frequently
1	2	3	4	5

Comment ____________________

II. EMOTIONAL BEHAVIOR (Emotional maturity or control)

A. Reaction to praise

accepts				resents
1	2	3	4	5

Comment ____________________

B. Reaction to criticism
accepts resents
1 2 3 4 5

Comment______________________________

C. Flexibility
flexible inflexible
1 2 3 4 5

Comment______________________________

D. Reaction to lack of success
good poor
1 2 3 4 5

Comment______________________________

E. Degree of tension
relaxed nervous
1 2 3 4 5

Comment______________________________

F. Self-confidence
strong poor
1 2 3 4 5

Comment______________________________

G. Sense of humor
good poor
1 2 3 4 5

Comment______________________________

III. INTELLECTUAL ABILITIES AND BEHAVIOR

A. Creativity
creative unimaginative
1 2 3 4 5

Comment______________________________

B. Curiosity
Keenly curious little
1 2 3 4 5

Comment______________________________

C. Speed of comprehension
quick slow
1 2 3 4 5

Comment______________________________

D. Background knowledge and information
adequate inadequate
1 2 3 4 5

Comment ______________________________

E. Language development
mature immature
1 2 3 4 5

Comment ______________________________

F. Evaluation of own abilities and achievement
good poor
1 2 3 4 5

Comment ______________________________

IV. PHYSICAL STATUS AND MOTOR BEHAVIOR

A. Health
good poor
1 2 3 4 5

Comment ______________________________

B. Gross muscle coordination (as in running, throwing, etc.)
agile awkward
1 2 3 4 5

Comment ______________________________

C. Fine Muscle coordination (as in drawing, writing, coloring)
good poor
1 2 3 4 5

Comment ______________________________

V. ADJUSTMENT TO CLASSROOM MEMBERSHIP AND REQUIREMENTS

A. Initial Adjustment
confident fearful
1 2 3 4 5

Comment ______________________________

B. Ability to listen
attentive inattentive
1 2 3 4 5

Comment ______________________________

C. Ability to follow directions

good				poor
1	2	3	4	5

Comment____

D. Attitude toward work

acceptant				resentful
1	2	3	4	5

Comment____

E. Work habits

thorough				careless
1	2	3	4	5

Comment____

F. Interest in classroom or group activities

strong				none
1	2	3	4	5

Comment____

G. Contribution to group discussion

worthwhile				little meaningful
1	2	3	4	5

Comment____

H. Care of own equipment

competent				incompetent
1	2	3	4	5

Comment____

I. Attitude toward school property

constructive				destructive
1	2	3	4	5

Comment____

J. Acceptance of school rules

accepts				resents
1	2	3	4	5

Comment____

K. Acceptance of teacher's role

acceptant				rebellious
1	2	3	4	5

Comment____

Table H

RATING SCALE - ADJUSTMENT

NAME ____

I. SOCIAL BEHAVIOR (Relationship with other children)

A.	Consideration for others	1	2	3	4	5
B.	Willingness to share or take turns	1	2	3	4	5
C.	Outgoingness	1	2	3	4	5
D.	Sense of fair play	1	2	3	4	5
E.	Tendency to tattle	1	2	3	4	5

II. EMOTIONAL BEHAVIOR (Emotional maturity or control)

A.	Reaction to praise	1	2	3	4	5
B.	Reaction to criticism	1	2	3	4	5
C.	Flexibility	1	2	3	4	5
D.	Reaction to lack of success	1	2	3	4	5
E.	Degree of tension	1	2	3	4	5
F.	Self-confidence	1	2	3	4	5
G.	Sense of humor	1	2	3	4	5

III. INTELLECTUAL ABILITIES AND BEHAVIOR

A.	Creativity	1	2	3	4	5
B.	Curiosity	1	2	3	4	5
C.	Speed of comprehension	1	2	3	4	5
D.	Background knowledge and information	1	2	3	4	5
E.	Language development	1	2	3	4	5
F.	Evaluation of own abilities and achievement	1	2	3	4	5

IV. PHYSICAL STATUS AND MOTOR BEHAVIOR

A.	Health	1	2	3	4	5
B.	Gross muscle coordination	1	2	3	4	5
C.	Fine muscle coordination	1	2	3	4	5

V. ADJUSTMENT TO CLASSROOM MEMBERSHIP AND REQUIREMENTS

A.	Initial adjustment	1	2	3	4	5
B.	Ability to listen	1	2	3	4	5
C.	Ability to follow directions	1	2	3	4	5
D.	Attitude toward work	1	2	3	4	5
E.	Work habits	1	2	3	4	5
F.	Interest in classroom or group activities	1	2	3	4	5
G.	Contribution to group discussion	1	2	3	4	5
H.	Care of own equipment	1	2	3	4	5
I.	Attitude toward school property	1	2	3	4	5
J.	Acceptance of school rules	1	2	3	4	5
K.	Acceptance of teacher's role	1	2	3	4	5

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN

Parental Attitude Research Instrument

Read each of the statements below and circle the appropriate letter: "A" for "strongly agree," "a" for mildly agree," "d" for "mildly disagree," and "D" for "strongly disagree."

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

There is no right or wrong answer, so encourage mother to answer according to her own opinion. It is very important to study that all questions be answered. Many of the statements will seem alike, but all are necessary to show slight differences.

		Agree		Disagree	
84	A child who is "on the go" all the time will most likely be happy.	A	a	d	D
74	Children should be more considerate of their mothers since their mothers suffer so much for them.	A	a	d	D
9	Children will get on any woman's nerves if she has to be with them all day.	A	a	d	D
87	Sex is one of the greatest problems to be contended with in all children.	A	a	d	D
4	Some children are just so bad they must be taught to fear adults for their own good.	A	a	d	D
62	Children pester you with all their little upsets if you aren't careful from the first.	A	a	d	D
21	Children would be happier and better behaved if parents would show an interest in their affairs.	A	a	d	D
56	Children should never learn things outside the home which make them doubt their parents ideas.	A	a	d	D
32	Mothers very often feel that they can't stand their children a moment longer.	A	a	d	D

		Agree		Disagree	
		A	a	d	D
100	Children are actually happier under strict training.	A	a	d	D
45	The sooner a child learns to walk the better he's trained.	A	a	d	D
37	Parents must earn the respect of their children by the way they act.	A	a	d	D
8	A child will be grateful later on for strict training.	A	a	d	D
25	A mother should do her best to avoid any disappointment for her child.	A	a	d	D
110	There is usually something wrong with a child who ask a lot of questions about sex.	A	a	d	D
71	Parents should know better than to allow their children to be exposed to difficult situations.	A	a	d	D
54	Children who are held to firm rules grow up to be the best adults.	A	a	d	D
95	A good mother will find enough social life within the family.	A	a	d	D
13	One of the worst things about having children is a woman feels that she can't get out.	A	a	d	D
97	Mothers sacrifice almost all of their own fun for their children.	A	a	d	D
70	A child's ideas should be seriously considered in making family decisions.	A	a	d	D
108	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	A	a	d	D
58	There is no good excuse for a child hitting another child.	A	a	d	D
22	Most children are toilet trained by 15 months of age.	A	a	d	D

		Agree		Disagree	
		A	a	d	D
67	Parents who are interested in hearing about their children's parties, dates and fun help them grow up right.				
77	Most children should have more discipline.	A	a	d	D
89	A mother has a right to know everything going on in her child's life because her child is part of her.	A	a	d	D
36	Having children gives a woman the feeling that her wings have been clipped.	A	a	d	D
113	When you do things together, children feel close to you and can talk easier.	A	a	d	D
109	Few women realize that a mother needs some fun in life too.	A	a	d	D
79	The child should not question the thinking of his parents.	A	a	d	D
31	Strict discipline develops a fine character.	A	a	d	D
57	A child soon learns that there is no greater wisdom than that of his parents.	A	a	d	D
93	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	A	a	d	D
12	A child should be taught to avoid fighting no matter what happens.	A	a	d	D
20	A mother should make it her business to know everything her children are thinking.	A	a	d	D
		A	a	d	D
A	A child can probably get a good job if he's willing to work hard even though he does not graduate from high school.	A	a	d	D
B	Most mothers feel very comfortable when they go up to school.	A	a	d	D
C	A busy mother does not have the time to read to her children.	A	a	d	D
D	A busy mother doesn't have the time to find out what her children are learning in school.	A	a	d	D

VIII. Parent Education Lessons

A. Introduction To Parent Education Lessons

It has been found that many of our children require additional help with some of their significant learning problems outside the classroom. Parents who are concerned are in a position to provide this help because children are always learning from their parents.

Children imitate the "model behavior" of their mothers and fathers. So, parents can do a good job by modeling or helping their children solve many problems.

Most parents are interested in helping their children learn and many of them can become effective teachers of specific learning tasks if they receive the proper professional guidance as to what and how to teach.

The parent education lessons were written to show parents how to teach their children specific cognitive concepts to support the school curriculum.

B. Terminal Goals

From the Parent Education Lessons the child will mature to a greater degree in the following learning areas:

a. Motor

Gross - skills in large muscle coordination
Fine - muscle coordination
Eye-hand coordination

b. Sensory - motor skills: Balance, motor accuracy, directionality

c. Perceptual Skills:
Auditory: association, memory
Visual: coordination, discrimination
Visual-motor: coordination

d. Language Development Skills:
Vocabulary understanding and speech

e. Social and Personal Skills:
Relating to others
Self control

f. Thinking - Conceptual Skills
Reasoning
Problem - solving

C. Areas To Be Reinforced

- a. Paper Folding Behavior
- b. Oral Language
    - Building Sentences
    - Naming Body Parts
    - Critical Thinking
    - Guessing - Body Parts
    - Concepts - Naming Colors
    - Conversation
    - Following Directions
    - Naming Objects
- c. Self Awareness
- d. Home
- e. Clothing
- f. Foods
- g. Furniture
- h. Practical - Life Exercises

D. Parent Education Lessons

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Motor

Lesson 1: Paper Folding
Age: 1½ to 4 years

BEHAVIORAL OBJECTIVE: Given a square sheet of paper and told to fold the paper as you do, the 1½ year old may turn the edge of the paper over or he may merely imitate the creasing motion without first folding the paper. The 2 year old definitely turns the edge of the paper over but he does not necessarily crease it. The 3 year old folds the paper twice, creases and may attempt the third fold. The 4 year old folds the paper three times and creases.

MATERIALS: 2 square sheets of paper

PROCEDURE: Take a square sheet of paper, say to the child, "Now watch me."

a. Fold the paper over once and crease it.
   Hand an uncreased square sheet of paper to the child and say, "You do it."
b. If the child imitates, fold the paper two times and again hand over an uncreased sheet.
c. Repeat b and add a diagonal crease, and hand over an uncreased sheet as before.

EVALUATION: The 18-month old child may turn the edge of the paper over or he may merely imitate the creasing motion without first folding the paper.

The 2 year- old child definitely turns the edge of the paper over but he does not necessarily crease it.

The 3 year-old folds the paper twice, creases and may attempt the third fold.

The 4 year-old folds the paper three times and creases.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Motor

Lesson 2: Following Directions With a Ball
Age: 1½ to 2½ years

BEHAVIORAL OBJECTIVE: Given a ball and directed to "Bring the ball to mother." "Put the ball on the table," "Bring the ball to me," "Put the ball on the chair," the child will carry out the full direction correctly.

MATERIALS: Ball, table, chair

PROCEDURE: Place the child's chair against the wall, not too near the table or the mother.

a. Hand him the ball saying: "Bring the ball to mother."
Give the child a reasonable time to comply and repeat directions if necessary without change.
Look directly at the child while speaking, and be careful to avoid any glance or gesture that will suggest the goal.
Maintain an even tone of voice, emphasizing "to mother."

b. Give a second chance with increased emphasis if he does the wrong thing, but allow him to complete his response before doing so.
Now say, "Bring the ball to mother."

c. Then say, "Bring the ball to me,"
Now say, "Put the ball on the chair."

EVALUATION: The child will be able to understand and follow all the directions.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Visual

Lesson 3: Name Objects
Age: 1½ to 2½ years

BEHAVIORAL OBJECTIVE: Shown a penny, key, shoe, pencil, knife and ball, the 18 month old will name the ball when asked What is this ?. The 24 month old will name two objects and the 30 month old will name three objects and answer at least one "What do you do with it?"

MATERIALS: Knife, penny, key, shoe, pencil and ball

PROCEDURE: (18-21 months)

Hold the ball toward the child but out of his reach. Say, What is this? or Tell me what it is; or Tell mother what it is. Repeat as necessary, but do not prolong the situation to the point of producing emotional disturbance in the child, who is concerned only with getting posession of the ball. Instead, hand it to him and proceed with the ball- throwing situation.

(24 - 30 months)

Show, in order, the penny, key, shoe, pencil, knife and ball. As each is shown ask, What is this? Repeat as necessary, but note the caution above as to persisting too long. Whether or not the object is named correctly, ask in each case, And what do we do with it? The ball, the last object presented is handed to the child and the throwing situation is immediately begun.

EVALUATION: Age: 18 months - Names ball
24 months - Names two objects
30 months - Names three objects, answers at least one "What do you do with it?"

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Language

Lesson 4: Gives Full Name
Age: 2½ to 4 years

BEHAVIORAL OBJECTIVE: Asked "What is your name?", the 30 month old will give his full name.

PROCEDURE:

Ask What is your name? If only the first name (or nickname) is given by the child, such as "David," say David what? or What is the rest of it? or What is your other name? If necessary ask, Is your name David Smith? using an incorrect surname.

EVALUATION: Norm: 30 months gives full name

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor

Lesson: 5 Home - How to use a broom
Age: 2

BEHAVIORAL OBJECTIVE: Given a small broom and told by the mother, "Show me how you use the broom" the child will sweep the floor with the broom.

MATERIALS: Broom (small one if possible)

PROCEDURE:

a. Display broom and ask the child, What is this called? Supply name if necessary and have the child repeat name "broom" several times. Ask him who he has seen using a broom. How was it used?

b. Discuss how mother or sister sweeps the house so that it will be clean. Explain that sweeping with the broom cleans the dirt off the floor.

c. Demonstrate how to use the broom, then let the child sweep the floor with the broom.

EVALUATION: The child when told, "Show me how you use the broom, will be able to sweep the floor.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Visual

Lesson: 6 Home - Identifying houses
Age: 2

BEHAVIORAL OBJECTIVE: Shown pictures of a house and asked by the parent, "What is this?" the child will answer by saying "house or home."

MATERIALS: Several pictures of houses (cut from magazines)

PROCEDURE: Display the pictures. Point to one picture and say: This is a house. Have the child say house several times.
Ask the child if he lives in a house. Discuss how we sleep, eat and play in a house
Have the child look at the other house pictures and discuss how houses look different.
Point to each house picture, ask the child; What is this?

EVALUATION: The child will answer house when asked: What is this?

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Visual

Lesson 7: Home - Identify bedroom, kitchen and living-room

BEHAVIORAL OBJECTIVE: Shown 3 pictures (a bedroom, kitchen, livingroom) and told by the parent, "Point to the picture of the bedroom," the child will do as directed.

MATERIALS: Pictures of a bedroom, kitchen and living-room (Pictures may be cut from magazines)

PROCEDURE:

a. Display the picture of the bedroom, ask What is this ? Name the furniture in the bedroom. Have the child point to the bed in the picture. Say - Show me the bed. Do you sleep in the bed?
b. Repeat procedure for other pictures. Discuss how people cook food in the kitchen.
c. Sit and talk in the living-room. Mention that some people also watch television in the living-room.
d. Place all 3 pictures on the table and ask the child to Point to the picture of the bedroom.

EVALUATION: The child will point to the picture of the bedroom when told to do so by the parent.

REINFORCEMENT;
Let the child look through home decorating magazine for pictures of bedrooms.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Visual

Lesson 8: Home - Identify kitchen
Age: 2

BEHAVIORAL OBJECTIVE: Shown a picture of a kitchen and asked by the parent, "What is this?", the child will answer by saying "Kitchen."

MATERIALS: Kitchen furniture in home (stove, sink, refrigerator, table and chairs)
Several pictures of kitchens

PROCEDURE:

a. Take the child into the kitchen and say, This is the kitchen.
Have the child say the word kitchen several times.
Discuss how people cook food, eat and wash dishes in the kitchen. Point out the kitchen furniture and let the child pretend to use it.

b. Show pictures of kitchen. Point to one picture and say, this is a kitchen.
Point to each of the other kitchen pictures and say: What is this?
Help the child to respond kitchen.

EVALUATION: When shown a picture of a kitchen and asked What is this?, the child will answer kitchen.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Visual

Lesson 9: Home - Identify pictures of home, school and church
Age: 2

BEHAVIORAL OBJECTIVE: Given pictures of a home, a school and a church and directed by the parent to "touch the picture of the house," the child will do as directed.

MATERIALS: Pictures of a house, a school and a church
(may be cut from magazine)

PROCEDURE:

a. Show the picture of a house to the child. Ask him to name it. Supply name if necessary and have him repeat house several times. Explain that people sleep and eat in houses.
b. Repeat procedure for other pictures. Explain that children go to school and people go to church to learn about God.
c. Display the pictures of a house, school and church. Have the child touch the picture of a house.

EVALUATION: The child will touch the picture of the house when asked to do so.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Auditory

Lesson 10: Clothing
Age: 3

BEHAVIORAL OBJECTIVE: Asked by the parent, "How do you talk softly?" the child will say, "whisper."

MATERIALS:

PROCEDURE:

a. Clap loudly, "That was loud."
Clap softly, "That was soft."

b. Did you know that we can talk in loud voices and we can talk in soft voices?
Whisper saying:
I am talking softly. I am whispering. In a whispered voice say: Let me hear you whisper. Say hello.

c. Give the child a chance to whisper. In a whispered voice: How do you talk softly? Encourage the child to respond, whisper.

EVALUATION: Each child is to indicate that to talk softly is to whisper.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Language

Lesson 11: Clothing
Age: 3

BEHAVIORAL OBJECTIVE: Given pictures of clothing and nonclothing items and asked by the parent Is that a picture of clothes? the child will correctly answer, Yes, that is a picture of clothes.

MATERIALS: Pictures of shirt, pants, socks, shoes, coat, furniture, hats, fruit.

PROCEDURE:

a. Identify all the materials. After all the materials in this lesson have been identified, discuss use of one item at a time. Explain that to wear is to put it on the body.

   Example:
   What is that? (pointing to item) Can we wear it?

b. If it is a clothing item, emphasize that It is clothes because you can put it on. (wear it)

c. Have the child point to materials that are not clothes.

EVALUATION: Each child will be able to identify the items of clothing.

Parent Education Lessons

TRAINING AREA: Auditory

Lesson: 12 Clothing
Age: 3

BEHAVIORAL OBJECTIVE: Given directions by the parent to clap your hands when I name something you wear, the child will do so.

MATERIALS: None

PROCEDURE

a. Tell the child that you want him to listen carefully while you tell him what to do.

b. Instruct him to clap his hands when you say something that people wear.

c. Give examples and demonstrate:
If I say dress, you clap - like this.
If I say pants, will you clap?
Child will reply,"Yes, because people wear pants."
Accept man, woman, boy, girl, baby when you refer to people.
You might even say: "We know that a man, woman, boy, girl, baby are people.

d. Let's do that again.
Clap your hands when I say something people wear,
Say, dress, shoes, shirt, doll, hat, truck, pausing between each word to give the child the time to clap or not.

EVALUATION: When directed by the parent to clap your hands when I say the name of something people wear, the child will do so.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Language

Lesson: 13 Clothing
Age: 3

BEHAVIORAL OBJECTIVE: When asked by the parent, Who wears clothes, the child will say, A - (Father, mother, boy, girl, baby) wears clothed.

MATERIALS: Pictures of father, mother, boy, girl, baby

PROCEDURE:

a. Today, we will talk about who wears clothes.
Identify the pictures of people- father, mother, boy, girl, baby.
Remember, clothes are what you wear (put on)your body.

b. Show the pictures one at a time, and talk about what is being worn by each family member.
After looking at each picture, show all five pictures and tell that they are the pictures of people. People wear clothes. Who wears clothes? Pause, encourage sentence response. (People being - man, woman, boy, girl, baby)

EVALUATION: The child will indicate knowledge that people (man, woman, boy, girl, baby) wear clothes.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Visual

Lesson: 14 Clothing - Identify Color
Age: 3

BEHAVIORAL OBJECTIVE: Shown red, blue and yellow color cards, and told by the parent: "Stand when you see the blue color card," the child will do so.

MATERIALS: 3 color cards (bell shaped), 1 red, 1 yellow, 1 blue

PROCEDURE: a. Today, we are going to play a game. Look at the pretty cards. What do they look like? (Like a bell.)
Hold up the red card, ask: Is this blue? One word response is acceptable. Do the same with the yellow card, then the blue card.
Yes, this is blue. Now listen while I tell you what I want you to do. When I hold up the blue card, like this (hold up the blue card). I want you to stand, like this (stand to show the child what you want). While playing the game, if the child stands when other colors are shown, ask if the color is blue.
Remind the child that he is to stand when you "hold up" the blue card. If necessary, demonstrate again.

EVALUATION: Each child is to stand when you hold up the blue color card.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Language

Lesson: 15 Clothing - Identify and tell name of article of clothing
Age: 3

BEHAVIORAL OBJECTIVE: When asked three questions about clothes, What is that a picture of?, Is that the picture of clothes?, Who can wear it? , the child will correctly answer two out of three questions asked.

MATERIALS: Pictures of:
shoes, banana, hat, coat, pair of socks, dress, belt, sweater, ball, tricycle, pants

PROCEDURE:

a. Present one picture at a time. Identify it. Talk about the picture.
Suggested questions:
What is the picture of?
What can you do with it?
Who can wear it?

b. After all pictures have been discussed, place the pictures in groups of threes' (2 non-clothes and one clothes item) and ask the child to identify the clothing items.
Ask:
Which picture is a picture of clothes?
How do you know it's a picture of clothes?
Who can wear it?

EVALUATION: The child should answer two out of three questions asked about clothes.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Visual

Lesson: 16 Clothing - Identify clothing
Age: 4

BEHAVIORAL OBJECTIVE: Shown pictures of a hat, dress, belt, socks, overcoat, sweater, jacket and shoes, then asked by the parent, "What do we call these things we wear?", the child will say clothes.

MATERIALS: Pictures of hat, dress, belt,socks, overcoat, sweater, jacket, shoes (Use cataloge or magazine for pictures)

PROCEDURE:

a. Display the pictures of clothes. Encourage the child in a discussion of the pictures. Have him identify each picture.
Ask: What do we call the things we wear?

b. Do we wear different clothes to work or play,or when it is cold or warm?
How can we tell when to wear an overcoat, raincoat, swim suit?

c. Point to different articles of clothing, ask the child when it should be worn.

EVALUATION: The child will say "clothes" when asked "What do we call these things we wear?"

REINFORCEMENT:
Give the child magazines and let him find and cut out pictures of clothes. Have him label the items he found.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Visual

Lesson: 17 Clothing
Age: 4

BEHAVIORAL OBJECTIVE: Shown articles of clothing (shirt, pants, dress, belt, coat, sweater, cap, hat, socks, shoes) and objects (cups, glass, crayon, toy car) then asked by the parent, "Show me the things we can wear.", the child will point to each article of clothing in the group.

MATERIALS: Shirt, pants, dress, sweater, socks, shoes, belt, cap, hat, cup, glass, crayon, toy car

PROCEDURE: Ask the child to name all the things shown. Place a set of objects in front of the child.
Ask the following question:
Which of these things can you wear?
(hat, cup, glass, sweater)
Continue pairing the clothes and non-clothes objects and asking the child to label each thing worn.

EVALUATION: Ask the child the question related to a different set of things. He should be able to select each article of clothing in the group of pictures set in view.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Visual

Lesson: 18 Clothing - Sorting
Age: 4

BEHAVIORAL OBJECTIVE: Shown pictures of children's and adult's clothing and told by the parent, "Put all of the children's clothing together and all of the adult's clothing together, "The child will categorize the pictures into two stacks: children's clothing and adult's clothing.

MATERIALS: Pictures of children's clothing.(dress, shirt, pants, mitten, shoes, skirt, sweater) Pictures of adult's clothing. (dress, men's pants, gloves, shoes, skirt, shirt, sweater)

PROCEDURE:

a. Display each picture. Ask the child to name the articles of clothing and describe them.
b. What are the differences between the clothing for the children and the clothing for adults?
c. Can you find a child's dress in these pictures? Continue asking for different clothing alternating between children's clothing and adult clothing.

d. Let's make two stacks of pictures, the children's clothes in the first stack and the adult's clothes in the second stack.

EVALUATION: The child will be able to sort the pictures into two stacks, children's clothing and adult's clothing.

REINFORCEMENT:
Using the same pictures of clothing, have the child identify all clothes and a girls stack. Continue in a like manner with each garment from the adult clothing pictures.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Oral Language

Lesson: 19 Building sentences - Body parts
Age: 3 - 4

BEHAVIORAL OBJECTIVE: Given several commands by the parent such as "I clap my hands," the child will carry out the action called for.

MATERIALS: None

PROCEDURE:

a. Chant the following, stressing the words denoting body parts and actions. After each sentence demonstrate the action and have the child repeat it.
I clap with my hands. (clap)
I jump with my legs. (jump)
I reach with my arms. (reach up)
I walk on my feet. (walk)
I feel with my hands. (stretch palm and move fingers)
I turn my head. (turn head from side to side)
I open my mouth. (open mouth wide)

b. Go through the activity a second time having the child repeat each sentence after it is said by you and carry out the action.
Repeat as time and interest suggest.

EVALUATION: The child will be able to carry out the commands given by the parent.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Motor

Lesson: 20 Following directions - Body parts
Age: 3-4-5

BEHAVIORAL OBJECTIVE: Given several directions by the parent such as "Touch your neck," the child will do as directed.

MATERIALS: None

PROCEDURE:

a. Demonstrate the following directions to the child to carry out.

1. Simon says, Stand up.
2. Simon says, Touch your neck.
3. Simon says, Turn your head.
4. Simon says, Touch your nose.
5. Simon says, Open your mouth.
6. Simon says, Touch your ears.
7. Simon says, Wave your hands.
8. Simon says, Close your eyes.
9. Simon says, Clap your hands.
10. Simon says, Bend your body.
11. Simon says, Lift your leg.
12. Simon says, Sit down.

b. Give the same directions for the child to follow without demonstrations.

EVALUATION: The child will be able to carry out the directions given by the parent.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Oral Language

Lesson: 21 Motor - Body parts
Age: 4 -5

BEHAVIORAL OBJECTIVE: Given the poem "This is The Circle That is My Head" and told by the parent to pantomine the actions, the child will be able to do so.

MATERIALS: Poem, "This is the Circle That is My Head"

PROCEDURE: Read and pantomine the following poem. After the first reading, encourage the child to join in the pantomine. Repeat as the need, interest, and time suggest.

Poem: This is the Circle That is My Head

This is the circle that is my head.
(Raise arms around head to make a big circle)
This is my mouth with which words are said.
(Point to the mouth)
These are my eyes with which I see.
(Point to eyes)
This is my nose that's a part of me.
(Point to nose)
This is my hair that grows on my head.
(Point to hair)
This is my hat all pretty and red.
(Put hands over head to make a pointed hat)
This is the feather so bright and gay.
(Use pointing finger to make a feather in back of head)
Now I'm all ready for school today.

EVALUATION: The child will be able to pantomine the poem "This is The Circle that is My Head."

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Oral Language

Lesson: 22 Following directions
Age: 4-5

BEHAVIORAL OBJECTIVE: Given several directions to follow by the parent the child will be able to do as told.

MATERIALS: None

PROCEDURE:

a. The parent will say to the child, We are going to talk about our bodies. Let's talk about all of the parts of our bodies and the things they can do. Be sure to use complete sentences. After a few minutes, have the child stand. Then say, I want to find out if you know the different parts of your body. I will name a part. Then I want you to touch that part of the body that I named. Use the following sentence pattern: Touch your (head).

head
mouth
ears
feet
neck
fingers
chin
hair
lips
nose
arms
hands
legs
eyes
thumb

b. Then say, Do you know where your knees are and what they do? Here are our knees; (point to knees) they let us bend our legs. Let's touch and bend our knees.

c. Say: Let's learn a poem about touching parts of your bodies. Read and demonstrate the following poem:

Touch Your Nose

1. Touch your nose.
Touch your chin;
That's the way this game begins.
Touch your eyes,
Touch your knees;
Now pretend you're going to sneeze.
(Finger under nose)
2. Touch your hair.
Touch one ear;
Touch your two lips right here.
Touch your elbows,
Where they bend;
That's the way this touch game ends.

Repeat the poem several times, saying one line at a time. Have the child repeat and pantomine after you.

EVALUATION: The child will be able to follow the directions given by the parent.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Oral Language

Lesson: 23 Critical Thinking - Body Parts
Age: 4-5

BEHAVIORAL OBJECTIVE: Given a game to play and directed by the parent to play the game, the child will do as directed.

MATERIALS: None

PROCEDURE:

a. Say to the child; Let's play a thinking game. Our bodies have only one of some things. We have only one head, don't we? (pause) But we have two of some things like eyes. Now I am going to name some parts of the body and I want you to tell me whether we have one of that part or two. Let's try it. If I say "head," you will say "We have one head. If I say "arms," you will say "We have two arms."
Strengthen each correct response by saying. That is right. We have (one) head, or other body parts.

b. Emphasize the plural endings.
Continue with the following:
foot
nose
head
mouth
eye
arm
head
leg
ankle
knee
neck
ear

EVALUATION: The child will be able to follow instructions when given a "Thinking Game" to play

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Oral Language

Lesson: 24 Guessing - Body Parts
Age: 4 - 5

BEHAVIORAL OBJECTIVE: Given a guessing game to play and directed by the parent to play the game, the child will do so as directed.

MATERIALS: None

PROCEDURE: a. Say to the child, Let's play a guessing game about the parts of our body and what they do. Listen carefully and think.
After each part is identified, strengthen the correct response by saying: That is right. We (see with our eyes). If the child has difficulty, demonstrate the action as a clue, pointing only to the body part if absolutely necessary to get a correct response.

We see with them. What are they? (eyes)
We hear with them. What are they? (ears)
We eat with it. What is it? (mouth)
We touch with them. What are they? (hands)
We smell with it. What is it? (nose)
We clap with them. What are they? (hands)
We walk with them. What are they? (feet)
We talk with it. What is it? (mouth)
We turn our head with it. What is it? (neck)
We bend our legs with them. What are they? (knees)
We turn our feet with them? What are they? (ankles)
We reach with them. What are they? (arms)
We jump with them. What are they? (legs)

EVALUATION: The child will do as directed when given a guessing game to play by the parent.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Oral Language

Lesson: 25 Concepts - Naming Colors
Age 4-5

BEHAVIORAL OBJECTIVE: Given three small colored circles arranged on a large surface and asked by the parent to name the colors, the child will do so.

MATERIALS: Shapes: Three small circles, one of red, yellow and one green

PROCEDURE:

a. Arrange the three circles on a large surface in a vertical line of red, yellow and green.
Ask the child to name the colors, using the sentence pattern: This color is (red) etc. Then say: Let's look at these circles. (pause) Do they make you think of something we see at street corners? Encourage and stimulate discussion by giving clues that lead the child to think of the idea of a traffic light. Ask the child to talk about the purpose of traffic lights, and the meaning of each color.

b. Say: Now let's learn a poem about traffic lights. Point to the appropriate circle as you say the poem.

Red light - Stop
Yellow light - No
Wait for the green,
And then you go.

Repeat the poem several times, saying one line at a time and having the child repeat after you.
Have the child point to the circles while you repeat the poem. If the child is able, he may repeat the poem from memory.

EVALUATION: Presented with three small circles, one of red, one of yellow and one of green, the child will be able to identify the colors.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Comparative ordering on a single scale

Lesson: 26 Concepts Soft -softer
Age: 4-5

BEHAVIORAL OBJECTIVE: Presented with mashed potatoes, warm oleomargarine or butter, a bed and pillow, a sofa pillow or cushion and a rug by the parent, the child will tell which is softer.

MATERIALS: Mashed potatoes, warm oleo or butter, bed, pillow, sofa pillow or cushion, rug

PROCEDURE:

a. Time - Dinnertime
Parent to child: Are your mashed potatoes soft? If the child says yes; you may say. Yes, they are soft. Mashed potatoes are soft.
Then ask him, Is the warm oleo soft? (Give the child opportunity to answer) Then say, Yes, the warm oleo is soft. Which is softer the mashed potatoes or the oleo? (Child's answer) Yes, the warm oleo is softer.

b. Place Bedroom
Parent to child: Is the bed soft? (Child answers) Yes, the bed is soft. Is the pillow soft? (child answers) Yes, the pillow is soft. Which is softer, the bed or the pillow? Feel them, (child answers) Yes, the pillow is softer than the bed.

c. Parent may think of a way to teach soft and softer in the living room (example) The cushion or the rug? Always praise the child for correct or near correct answers.

EVALUATION: The child will be able to tell which is the softest, mashed potatoes or soft oleo.
He will tell whether a bed or a pillow is the softer

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Visual - Classification

Lesson: 27 Grouping
Age: 4-5

BEHAVIORAL OBJECTIVE: Presented with objects found around the home and asked by the parent "how are they alike," the child will answer the question.

MATERIALS: Objects found around the home of like color, shape or use

PROCEDURE:

a. Two ways to teach the child.
Make up a group of objects and allow the child to group them.

Parent will pick out an object and without naming the object, point to it and ask, What in the room is the same as this? Point to a red lamp shade. Have the child point to another object like this. He points to a red chair. Then say, How are they alike? The child will probably answer, "Because they are all red." In this instance, his method of grouping was color, rather than shape or use.

b. Pick three objects, don't name them.
Point to them instead. Point to the table, chair and molding around the door and ask, How are these things alike? The child will probably say, They are all made of wood.
Then you say, Yes that is right, they are all made of wood. Very Good.

It is important to notice if the child seems to favor any one way of grouping things. If he seems to favor grouping things according to color, then concentrate on other ways to grouping when making up the group.

c. Give the child three fruits and three vegetables, ask him to group them. Do not tell him how.

d. Think of many objects and use them.
The objects may be grouped according to color, shape, use, size or what it is made of, or if it is part of a whole, name or label.

EVALUATION: The child will be able to group objects found in the home by color, size, shape and use.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Oral Language

Lesson: 28 Concepts If - Then relationships
Age: 4 - 5

BEHAVIORAL OBJECTIVE: Presented with a pencil and glass of milk and told by the parent to "Push the pencil, drop the pencil," "Drink the milk" and then asked, "What happened," the child will tell what happened.

MATERIALS: Pencil, glass of milk

PROCEDURE:

a. Parent to child: See this pencil; If I push this pencil, then it will roll. Parent will push pencil. If I let go of this pencil, then it will fall. Parent will drop pencil.
b. If I drink all this milk then the glass will be empty. Drink it and say, See, the glass is empty.
c. Think of other examples and use them. Do not choose ones that are too hard. (Example: If a seed is put in dirt and gets sunshine and water, then it will grow. This one is too hard because the child can't actually see this happen.

EVALUATION: When told to push a pencil, drop a pencil and drink a glass of milk, the child will do so and tell what happened after each as then the pencil will roll, then the pencil will fall, then the glass is empty.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Oral Language

Lesson: 29 Conversation about food we eat
Age: 4-5

BEHAVIORAL OBJECTIVE: When presented with an Irish potato and told to answer two questions about it, the child will do so.

MATERIALS: An Irish Potato

PROCEDURE: Parent, speaking to child: Tonight we are going to have Irish potatoes; Did you know there is another name for Irish potatoes? The child may ask what is it? The parent answers, The other name is white potatoes. Then ask the child to feel the potato. What does it feel like? Is it hard like a rock, or is it soft like cotton? The child answers, The parent will describe the potato, See the specks on it; they are called eyes. By the way, what do we do with our eyes? Allow the child to answer. Then ask, Can a potato see?

Encourage the child with further questions such as how potatoes are cooked. How he likes potatoes cooked.

EVALUATION: When the child is asked for another name for "Irish Potatoes" he will answer, "They are called white potatoes. When asked if they are hard or soft, he will answer " They are hard like a rock."

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Informal Language

Lesson: 30 Furniture Identify chairs
Age: 5

BEHAVIORAL OBJECTIVE: Presented three pictures of chairs (rocking chair, arm chair, straight chair) and told by the parent to name each kind of chair, the child will name each chair.

MATERIALS: Pictures (cut from magazines)of rocking chair, arm chair, straight chair

PROCEDURE:

a. Seat the child at the table and show him the pictures of the chairs, Say to the child:
What are these?
What do we use a chair for?
These are different kinds of chairs and are used in different ways. What is this chair called? (rocking chair) How is it different from the others? What would you use this chair for? Accept answers such as to rock for fun, to put the baby to sleep, to rest in.

b. Present the picture of the arm chair and ask: What kind of chair is this? How is it different from the rocking chair? What would you use this chair for? Where would you put this kind of chair in a house?

c. Present the picture of the straight chair and ask: What kind of chair is this? Where would you see a chair like this?

d. Present each picture again and ask: What kind of chair is this?

EVALUATION: The child will be able to name three types of chairs.

Parent Education Lessons

TRAINING AREA: Informal Language

Lesson: 31 Furniture - Identifying furniture

Age: 5

BEHAVIORAL OBJECTIVE: Presented with three pictures of tables (coffee table, lamp table, dining table) and asked by the parent "What kind of table is this?," the child will name the kind of table.

MATERIALS: Pictures (cut from magazines) of a coffee table, lamp table a dining table

PROCEDURE:

a. Seat the child at the table and display pictures of various tables. Ask:
   What are these? Tables are often called by a name that tells how they are used.
b. Display the picture of the coffee table and ask:
   What is this kind of table called?
   What is it used for? Where would you see this kind of table? Why do you think it is called a coffee table? Could you use it for something other than serving coffee?
c. Display the picture of the lamp table. Discuss what it is called, how it looks, the shape, and how it is used in the home.

EVALUATION: The child will name the kind of tables.
Example: "That is a ________ table."

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Informal Language

Lesson: 32 Furniture - Identifying beds
Age: 5

BEHAVIORAL OBJECTIVE: Presented with three pictures of beds (single, double, king-size) and asked by the parent "What is this bed?," the child will describe the size of the bed as double, single, or king-size.

MATERIALS: Pictures (cut from magazines) of single bed, double bed, king-sized bed

PROCEDURE:

a. Seat the child at the table and present all the pictures. What are these? Are they all the same? This one is called a single bed. Do you know what single means? Single means "one" or that the bed is made for one person to sleep on. Could more than one person sleep on this size bed? Yes, it would depend on the size of the person.

b. Display the picture of the double bed and ask: What does the word double mean? Good, double means "two" or the bed is made for two grown people (adults) to sleep on. Could more than two people sleep on a double bed?

c. Display the picture of the king-size bed and ask: What does the word king-size mean? Good, it means very large. Have you ever seen a bed like this?

d. Discuss how many people could sleep on this size bed, describe the bed and point out that it is also a piece of furniture as well as a bed.

Display each picture again and ask: "What size is this bed?"

EVALUATION: When shown pictures of beds the child will be able to identify single, double and king-size beds.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Informal Language

Lesson: 33 Furniture - Identifying furniture used for storage
Age: 5

BEHAVIORAL OBJECTIVE: Presented with pictures of furniture used for storage (e.g., book case, desk, buffet, chest of drawers) and asked by the parent "What is this called?," the child will name the pictured piece of furniture and tell how it is used.

MATERIALS: Pictures of desk, chest of drawers, buffet or china cabinet, book case (cut from magazine or catalogue)

PROCEDURE:

a. Show the pictures to the child. Tell him all of the pieces of furniture can be used for storing objects.
What part of the furniture can you put things in?
Do all the pieces of furniture have drawers?
Which pieces of furniture have shelves?

b. Hold up the picture of the desk.
What do you call this? What is it called?
What could you use it for?
Where would you put the desk in a house?

c. Display the picture of the chest of drawers.
Ask: What is this called?
What could you use it for?
In what room of a house would you place the chest of drawers? Who might use a chest of drawers?

d. Display the picture of the buffet and ask questions such as the following:
What is this? Is this a piece of furniture?
What could you use it for?
In what room would you see this piece of furniture?

e. Display the picture of the bookcase and ask questions such as the following:
What is this? Is this a piece of furniture?
What could you use it for?

EVALUATION: The child will name the pieces of furniture displayed by the parent, and tell how it is used.

REINFORCEMENT:
Have the child tell if there is a desk, chest of drawers, buffet, china cabinet or bookcase in the home. Have him tell what room they are in and what mother keeps in each one they have.

SPECIAL EDUCATION COMPONENT

Parent Education Lessons

TRAINING AREA: Structured Language

Lesson: 34 Furniture (Saying the final "s" clearly)
Age: 5

BEHAVIORAL OBJECTIVE: Presented with pictures of chairs, table, beds, sofas, lamps and chests and asked by the parent "What are these?", the child will respond "Those are (pictures of) ________ (e.g., chairs, tables)", clearly enunciating the final "s".

MATERIALS: Pictures (cut from magazines) of 3 chairs, 3 tables, 3 beds, 3 sofas, 3 lamps, 3 chests

PROCEDURE:

a. Display pictures of several kinds of chairs. Ask the child to describe one of the pictures of a chair.

What is this? What color is this chair? What is it made of? Who might use it? Where would a chair like this be found? What do you use a chair for?

b. Display the pictures of the various kinds of tables and ask "What are these?" Ask the child to tell you about the tables. Listen carefully for the final "s"

c. Display each group of pictures. Have the child identify and describe them until each group of pictures have been discussed.

EVALUATION: The child will identify each group of pictures by responding "Those are _______," (chairs, tables, beds, sofas, lamps, chests) clearly saying the final "s."

REINFORCEMENT:

1. Mix the pictures and let the child sort them by groups. Example: "Put all the chairs together."
2. Let the child choose a piece of furniture to draw a picture of and have him tell about his picture.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - Fine muscle coordination

Lesson: 35 Pouring
Age: 2½ - 5

BEHAVIORAL OBJECTIVE: Given a small glass and pitcher half filled with rice or similar material and directed by the parent to pour the rice from the pitcher to the glass, the child will do as directed.

MATERIALS: Oilcloth or newspaper, small tray, 1 cup plastic or glass measuring, pitcher, rice or similar material, such as dried beans, peas, popcorn

PROCEDURE:

a. Parent points to the various objects and names them for the child (pitcher, glass, spout, handle, etc.)
She will then hold the pitcher handle with the first two fingers and thumb.
Next, hold the glass with the other hand. Place the lip part of the pitcher opposite the rim of the glass and exactly over its center.
Pour the rice from the pitcher to the glass.
Have the child repeat until the exercise is perfectly performed

b. When the child has successfully poured the rice, you may have the child advance to water and then to letting the child pour his own milk and juice. Have the child use a sponge to clean up anything he spills.

EVALUATION: The child will pour the rice from the pitcher to the glass with little or no spilling.

Note of Caution: Keep child under supervision so that he will not put the materials in his mouth, ears or nose while he is pouring.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor- Fine muscle coordination

Lesson: 36 Dusting
Age 2½ -5

BEHAVIORAL OBJECTIVE: Given a duster, a wastebasket and a dusty table and directed by the parent to dust the table, the child will do as directed.

MATERIALS: Wastebasket, a duster, or dust cloth, a dusty table, wooden chair and other furniture.

PROCEDURE

a. Show the child the dust on the table.
Using the duster, or dust cloth, brush away from the body, working from the near to the far side.
Dust the table sides and legs as well as the top.
Have the child pick up anything that interferes with the dusting, and dust under these things, not around them. Put all the things back in order.
Shake the duster into the wastebasket.

b. Use the same procedure to dust a wooden chair or other pieces of furniture.

EVALUATION: The child will be able to follow the directions when told to dust the table.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - Gross muscle coordination and concentration

Lesson: 37 Carrying a chair
Age: 2½ - 5

BEHAVIORAL OBJECTIVE: Presented with a child's chair and directed by the parent on the correct method of carrying a chair to a specified place, the child will do so.

MATERIALS: Child's chair

PROCEDURE: Have the child hold the back of the chair with one hand then stoop over and hold the front of the seat with the other hand. When he has a firm hold on the chair, the child will stand erect and carry the chair to a specified place, avoiding objects and persons in the room.
The child will keep the chair seat level at all times.
He will lower the chair carefully into the specified place so that no noise is made.

EVALUATION: The child when told to carry a chair correctly and quietly to a specified place will do so.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - Fine muscle coordination

Lesson: 38 Folding a napkin
Age: 2½ - 5

BEHAVIORAL OBJECTIVE: Given a square napkin or piece of cloth and asked by the parent to fold the napkin into different shapes, the child will do as directed.

MATERIALS: Two pieces of cloth or square napkins (The napkin can be marked with crayon or stitched with contrasting thread to show the child where to make fold.)

PROCEDURE:

a. Parent will take one napkin andgive the second napkin to the child. Parent will lay napkin flat on the table, grasp the bottom coners and fold up to top coners creasing the fold with the hand. Trace around the edge with fingers and say, This is a rectangle. Have the child trace with his fingers around his napkin. Fold the sides together to make a square. Say to the child. This is a square.
b. Unfold the napkin, place diagonal corners together to make a triangle. Trace around the edge with finger and say, This is a triangle.
c. This lesson could be used when the parent is folding linens. The child could help fold cup towels, wash cloths, handkerchieves, pillow cases and bath towels.

EVALUATION: The child will fold the napkin into different shapes. The child will fold the napkin into a rectangle, square and triangle.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - Fine muscle coordination

Lesson: 39 Setting a table
2½ - 5

BEHAVIORAL OBJECTIVE: Presented with a table, silverware, place mats, napkins and dishes by the parent, the child will be able to set the table as directed.

MATERIALS: Silverware, place mats, napkins, table, dishes

PROCEDURE:

a. Have the child place the place mats on the table. The parent will arrange the knife on the right side and the fork on the left side naming each. Pick the knife and fork up, hand them to the child, have him place them in the correct position. Have the child practice until he can do the activity automatically.
b. Add the spoon and napkin placing the spoon to the right of the knife and the napkin to the left of the fork. Remove the spoon and napkin, have the child place them in the correct position. Then remove all the silver and the napkin, have the child place them in the correct position.
c. As the child becomes adept at the basic setting add other objects such as plate, cup and saucer, glass, salt, pepper and flowers.

EVALUATION: When told to set the table, the child will do so.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor- Eye-hand coordination

Lesson: 40 Washing Dishes
Age: 2½ -5

BEHAVIORAL OBJECTIVE: Presented with a sink, sponge, dishes, dish drainer, apron, soap and towel and told by the parent to wash the dishes, the child will do as told.

MATERIALS: Sponge, dishes, dish drainer, sink, apron, soap, towel

PROCEDURE:

a. Have the child observe the parent washing the dishes. The parent will put an apron on. Put an apron on the child also. Fill both sides of the sink or two dish pans half full of warm water. Put soap into the wash water, place a dish in the water, use a sponge to wash it, then place the dish in the rinse water. Rinse the soap off, place the dish in the drainer. Dry the dish, put it away.
b. Have the child follow the same procedure.
c. For the younger child, have him wash silver first and dishes that do not break easily.
Place each dish on the drainboard as dried.
Place all the dishes in their proper places when dried.
Put aprons and towel away.
Allow the child to practice.

EVALUATION: The child when told to wash the dishes will do so.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - Fine muscle coordination

Lesson: 41 Washing hands
Age: 3-4

BEHAVIORAL OBJECTIVE: Taken to the bathroom or kitchen sink and presented with soap, a nailbrush, towel and hand lotion and directed to"wash your hands," the child will do as directed.

MATERIALS: Soap, nailbrush, towel, bathroom or kitchen sink, hand lotion

PROCEDURE:
a. Have child stand on chair or stool at sink and roll up sleeves.
b. Fill the sink with tepid water, wet hands, rub soap on hands, then return it to soap container.
c. Rub each finger from tip to base and each soapy palm over back of hand, use nailbrush on nails if necessary.
d. Dry each finger with the towel, then the rest of the hand. Hang the towel on the rack.
e. Rub small amount of hand lotion into hands with circular motion.

EVALUATION: When told to wash his hands, the child will do as told.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - Large muscle coordination

Lesson: 42 Washing a table
Age: 3-4

BEHAVIORAL OBJECTIVE: Presented with a small pitcher of water, two small pails or bowls, sponge and drying cloth by the parent and directed to wash the table the child will do so.

MATERIALS: Child's table, pitcher of water, two small pails or bowls, (one for rinsing, one for washing), sponge, drying cloth

PROCEDURE:

a. Begin by covering the floor underneath the table with a large cloth or paper.
Pour water from the pitcher into each pail, adding soap to one. Dip the sponge in soap water and wring partially dry. Scrub the table top with the soapy sponge, working from the center edges to center. Remove any lingering spots.
b. Rinse the sponge well. Dip the sponge into the rinse water and squeeze until partially dry. Wipe the table top until soap is removed. Wipe the table with the drying cloth until thoroughly dry.
c. Empty the water from the pails, return all materials to their proper places.

EVALUATION: When told by the parent to wash the table, the child will do as told.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - Fine muscle control

Lesson: 43 Polishing Silver
Age: 3-5

BEHAVIORAL OBJECTIVE: Presented with an apron, silver, silver polish, silverware and two polishing cloths, the chld will polish silver as directed by the parent.

MATERIALS: Silver polish, silverware, sponge or polishing cloth, apron

PROCEDURE:

a. Read the directions on the silver polish. If the polish is liquid, shake the container. Give the child a cloth or sponge, have him apply polish to the cloth or sponge, and replace the cap on polish.
b. Have the child apply the polish to the silver, rubbing until the tarnish is gone from the silver.
c. Wash and rinse the silver and polish with a clean soft cloth. If any tarnish spots remain, rub spots with silver polish, wash and polish silver until dry.

EVALUATION: When directed to polish the silver, the child will do as directed.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - (Large muscle coordination)

Lesson: 44 Sweeping the floor
Age: 3-5

BEHAVIORAL OBJECTIVE: Given a broom, dustpan and wastebasket by the parent and told to sweep the floor the child will be able to do so.

MATERIALS: Broom, dustpan, wastebasket

PROCEDURE:

a. Call the child's attention to the dust and debris on the floor. Discuss the reason for keeping the floor neat and clean.

b. Demonstrate how to hold a broom and use it to sweep the floor. Have the child begin sweeping in the corner of the room and sweep toward a door or toward the center of the room. Show the child how to move furniture when necessary or how to sweep under and behind furniture that is too heavy to move.

c. When the debris has been swept into a pile give the child a dustpan.
Say, This is a dustpan.
Have him hold the dustpan with one hand, sweep the debris into it with the other hand, empty it into the dustpan.

d. Place the furniture and sweeping materials back in their proper places.

EVALUATION: When directed to sweep the floor, the child will do as directed.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - (Eye - hand)

Lesson: 45 Shining Shoes
Age: 3-5

BEHAVIORAL OBJECTIVE: Presented with a pair of shoes, shoe polish, brush and cloth, newspaper and directed by the parent to shine the shoes, the child will do as directed.

MATERIALS: Newspaper, pair of shoes, shoe polish, brush and cloth

PROCEDURE:
a. Use the newspaper on the floor to keep from getting it soiled.
b. Clean the shoes with the brush, wiping off all dirt.
c. Demonstrate putting the polish on the cloth, holding the shoes and covering them with the polish.
d. When the shoes are dry, shine them with the cloth.

EVALUATION: The child will be able to polish the shoes.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - (Eye - hand)

Lesson: 46 Lacing a Shoe
Age: 3½ - 5

BEHAVIORAL OBJECTIVE: Presented with a pair of shoes with laces and told by the parent to lace the shoes, the child will do as told.

MATERIALS: Pair of shoes, laces

PROCEDURE:
- a. Unlace the shoes very slowly for the child, allowing him to look on.
- b. Demonstrate lacing the shoe, showing the child how the laces are crossed as they go through the holes.
- c. Now say to the child, You do it.

EVALUATION: The child will be able to lace the shoes when told to do so.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - (Eye - hand)

Lesson: 47 Tying a Bow
Age: 4 - 5

BEHAVIORAL OBJECTIVE: Presented with a pair of lacing shoes and told by the parent to tie a bow, the child will do as told.

MATERIALS: Pair of shoes with laces

PROCEDURE:
a. Demonstrate how to tie the first half knot.
b. Then show the child how to make the loop and bring the lace around and through it.
c. Pull the bow tight.
d. Have the child go through the actions many times.

EVALUATION: The child will be able to tie a bow when told to do so.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Motor - (Eye - hand coordination)

Lesson: 48 Bead Stringing
Age: 1½ - 4

BEHAVIORAL OBJECTIVE: Given multicolored beads and string knotted at one end and directed by the parent to string the beads the child will do as directed.

MATERIALS: Multicolored beads, string

PROCEDURE:

a. Demonstrate how to place the string through the hole of the bead and bring it through to the knotted end.
b. Show the child how to use different designs such as stringing one of each color and then repeating the design.
c. Have the child make up his own designs.

EVALUATION: The child will be able to string the multicolored beads.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Fine Motor (Finger Dexterity)

Lesson: 49 Bottles and Tops
Age: 2 - 4

BEHAVIORAL OBJECTIVE: Presented with four to six bottles or jars of differing sizes, with tops and directed by the parent to unscrew the tops and then replace them, the child will do as directed.

MATERIALS: Four to six bottles or jars of differing sizes, with tops (These should be kept in small containers.)

PROCEDURE:
a. Seat the child at the table and place the bottles on the table in front of the child.
b. Unscrew the tops and replace them.
c. Do them in order of size, then mix the tops, and let the child replace them on the right bottles.

EVALUATION: The child will be able to unscrew and replace the tops on the bottles.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Fine Motor (Finger Dexterity)

Lesson: 50 Using a Dropper
Age: 2½ - 5

BEHAVIORAL OBJECTIVE: Presented with a bottle with dropper filled half full with water and directed by the parent to pinch the dropper so that water is expelled into the bottle, the child will do as directed.

MATERIALS: Bottle with dropper, filled half full of water, small bottle or container on tray

PROCEDURE:

a. Demonstrate by placing the tray on the table.
b. Pick up the bottle with the dropper and unscrew the the top.
c. Pinch the dropper with thumb and index finger so that the water is drawn into it.
d. Unpinch. Pinch the dropper over the empty container and expell the water into the bottle.
e. Have the child repeat and proceed in this manner until the water has been transferred from the dropper bottle into the empty bottle.
Continue transferring water back and forth.

EVALUATION: The child will be able to transfer the water from the bottle to another container by pinching and unpinching the dropper.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Fine Motor (Finger Dexterity)

Lesson: 51 Cutting
Age: 3 - 5

BEHAVIORAL OBJECTIVE: Given a pair of blunt scissors, paper and wastebasket and told by the parent to cut narrow strips of paper, the child will do as told.

MATERIALS: Blunt-end scissors, paper, wastebasket

PROCEDURE:

a. Demonstrate the proper way to hold the scissors.
b. Have the child hold the scissors with one hand and the paper with the other.
c. Demonstrate the way to cut the narrowest strips of paper cutting from the outside edges.
d. Use the wastebasket to avoid untidiness.

EVALUATION: The child will be able to cut narrow strips of paper.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Gross Motor (Good balance, posture, and graceful movement)

Lesson: 52 Walking The Line
Age: 3 - 5

PROCEDURE: Shown a six-foot piece of string or yarn that has been placed on the floor in a straight line and directed by the parent to walk on the line, the child will do so.

MATERIALS: A six-foot piece of string or yarn

PROCEDURE:
a. Stretch the string on the floor in a straight line.
b. Demonstrate how to walk on the line placing one foot in front of the other as you walk.
c. Let the child practice this, then let him carry different objects as he walks.
d. Place the string in different shapes for the child to walk on.

EVALUATION: The child will be able to walk on the straight line.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Tactile

Lesson: 53 Mystery Bag - Identifying objects by touch
Age: 3 - 5

BEHAVIORAL OBJECTIVE: Given a bag filled with eight or ten familiar objects such as a ball, whistle or spoon, and directed by the parent to reach into the bag blindfolded and withdraw one object and identify it by feeling its parts, the child will do as directed.

MATERIALS: Eight or ten familiar objects in a bag
(ball, whistle, spoon)

PROCEDURE:
a. Have the child blindfolded or have him close his eyes.
b. Tell him to reach into the bag and take out one object.
c. Feel the object and identify it.
d. The objects may be changed and objects beginning with a specific letter may be used.
(Example: Objects beginning with the letter"A".)

EVALUATION: The child will be able to reach into a bag blindfolded and identify objects by touch.

SPECIAL EDUCATION COMPONENT

Parent Education Lesson

TRAINING AREA: Oral Language

Lesson: 54 Naming The Colors - Associating the name with the color
Age: 4½ - 5

BEHAVIORAL OBJECTIVE: Presented with a number of colored circles and told by the parent to go through the circles and associate the name with the color it represents, the child will do so.

MATERIALS: Color circles

PROCEDURE:

a. Have the child examine the circles one at a time.
b. Show the child the written name for each colored circle, then say the name of the color.
c. Do this with each color circle, the child repeating after you.
d. Now the child will go through the circles and tell you the colors.

EVALUATION: The child will be able to associate the name of color with the circles.

E. BIBLIOGRAPHY

Gessell, Arnold, Henry M. Halverson, Helen Thompson, Frances L. Illg, Burton M. Castner, Louise Bates Ames, and Catherine S. Amatruda. *The First Five Years of the Preschool Child*. New York: Harper and Row, Publishers, 1940.

Hainstock, Elizabeth G. *Teaching Montessori In The Home.* New York: Random House, 1968.

Ilg, Frances L. *Child Behavior*. New York: Harper and Row, Publishers, 1955.

Inhelder, Barbel and Jean Piaget, *The Early Growth of Logic In The Child*. New York: W.W. Norton and Company, Inc., 1964.

Valett, Robert E. *Prescriptions For Learning: A Parent's Guide To Remedial Home Training*. Palo Alto, California: Fearon Publishers, 1970.

Parental Development

References

1. Corbin, Richard and Crosby, Muriel. Language Programs for the Disadvantaged, National Council of Teachers of English, 1965.

2. "Educating Disadvantaged Children Under Six" Disadvantaged Children Series No. I, U.S. Government Printing, 1965.

3. Cruickshank, William M. and Johnson, G. Orville. Education of Exceptional Children and Youth, Prentice - Hall, Inc., 1958.

4. Magary, James F. and Eichorn, John R. The Exceptional Child, Holt, Rinehart and Winston, Inc., 1960.

5. Bloom, Benjamin, Davis, Allison and Hess, Robert. Compensatory Education for Cultural Deprivation Holt, Rinehart and Winston, Inc., 1965.

6. Nielsen, Wilhelmine R. "Parents Enrich Classroom Program" Childhood Education, (March, 1968).

7. Pease, Damaris. "Family Forces Influence Child Behavior," The Disadvantaged Child, ed. by Joe L. Frost and Glenn R. Hawkes. Houghton Mifflin Company, 1966.

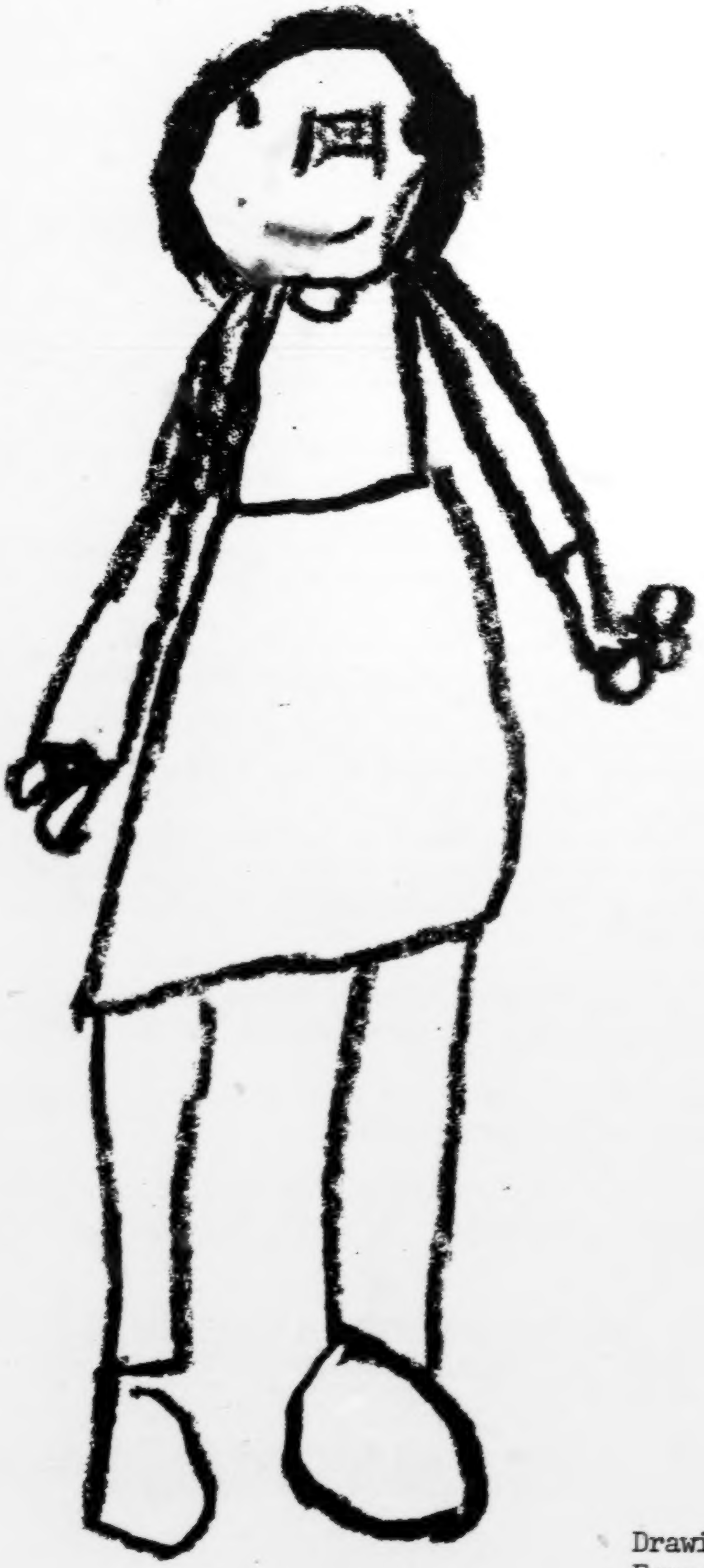
8. Gray, Susan, Klaus, Rupert; Miller, James and Forrester, Bettye. Before First Grade, Teachers College Press, 1966.

9. Worley, Stinson E. "Parents Are Also Teachers," Childhood Education, (February, 1968).

10. Mackie, Romaine P. "Opportunities for Education of Handicapped Under Title I Public Law 89-10," Exceptional Children, (May, 1966).

11. Bangs, Tina E. Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide, Appleton - Century - Crofts, 1968.

12. Hill, Geroge E. Management and Improvement of Guidance, Appleton-Century - Crofts, Meredith Publishing Company, 1965.



Drawing by
Four Year Old Girl

PART FOUR

SUMMARY AND EVALUATION

Drawing by
Five Year Old Girl

Research And Evaluation Of The Special Education Component

By Research Manager

The children receiving special education prescriptions are evaluated on the same test instruments as all children at Central Cities, plus some special diagnostic tests. The test scores for the Central Cities Special Education children are considered a part of the total evaluation as well as a separate evaluation for special education. The first year of operation the children receiving individual prescriptions made greater mean score gains on their intelligence tests than the children in their classes that did not receive the special education prescriptions.

Pre and post test of the following tests were given to all children during 1970-71.

Slosson Intelligence Test
Peabody Picture Vocabulary Test
Raven Coloured Progressive Matrices
Auditory Test of Language Comprehension
Test of Basic Experiences (5 year old only)
Self-Concept (5 year old only)

The following diagnostic tests were given to the special education children only.

Goldman-Fristoe Articulation
Illinois Test of Psycholinguistic
Wechsler Preschool Primary Scale of Intelligence
Stanford Binet
Developmental Tasks

Results from the 1968-69 and 1969-70 testing of special education children were impressive. On nearly every measure, the special education pupils had post test mean scores or gains which placed them only slightly below the regular Central Cities children and above the day-care and kindergarten comparison groups. Prior to their identification and the special prescriptions given them, most of these children would have been predicted to be far below the other Central Cities children and the comparison groups.

The special education intervention, which employs diagnostic and prescriptive techniques used at Central Cities, can largely eliminate the handicapping effects of language and other defects on these pupils. While the special prescriptions are unlikely to raise these children's mean scores or mean score gains to a level that surpass children not thus handicapped, the effects of these prescriptions can be expected to raise these children into normal levels of performance and readiness.

Test results for Twelve Five Year Old Children who received individual prescriptions for 15 months during 1969 - 70
11 were assigned to First grade and 1 to an EMR Class

Five Year Old Children	Slosson			Peabody			Binet
	Pre	Post	Gain	Pre	Post	Gain	
1 *	80	82	+ 2	57	102	+ 45	67
2 EMR	50	60	+ 10	61	53	- 8	65
3	106	95	- 11	67	71	+ 4	
4	80	105	+ 25	57	91	+ 34	
5	68	90	+ 22	51	87	+ 36	
6	87	106	+ 13	75	87	+ 12	
7	84	89	+ 5	None			76
8	104	93	- 15	75	82	+ 7	
9	79	77	- 2	69	62	- 7	
10	96	109	+ 13	65	113	+ 48	
11	77	89	+ 12	54	85	+ 31	
12	91	92	+ 1	72	97	+ 25	

	Pre	Post
Slosson IQ Range	50- 106	60 - 109
Peabody IQ Range	51 - 75	53 - 113

Greatest gains in 3 year olds.

Three Year Olds: 1969 - 70

Slosson - Classroom	+ 14	+6	+ 4
Sp.Ed.	+ 13	+11.33	+ 8.33
PAR - Classroom	+ 17.25	+14.30	+ 17.59
Sp. Ed.	+ 12	+12	+ 24.25

Four Year Olds:

Slosson - Classroom	-1	-0	-4
Sp. Ed.	-10	+2.5	-3
PAR Classroom	+4.18	+6.12	+3.75
Sp. Ed.	+14.91	-4.20	+5.83

Five Year Olds:

Slosson - Classroom	-2	+2	+5
Sp. Ed.	+6.22	+2.14	+10
PAR Classroom	+3.21	+4.56	-1.64
Sp. Ed.	-7.75	+2.28	-7.65

* Numbers 1 - 12 indicate specific children

PROGRESS EVALUATION

MIDYEAR - FIRST YEAR
Three Year Olds

I. Motor Activities

A. Bilateral Arm Movements:
When lying on his back the child will move both arms from the sides to a position above the head to a count of one-two and will maintain a rhythm and synchronize the movements.

B. Bilateral Leg Movements:
Move the legs apart and together to a count of one-two maintaining a rhythm and synchronizing the movements.

C. Walking Beam:
Walk forward on a walking beam, eyes on a wall target not stepping off more than twice.

D. Ball Activity:
Bounce a ball to the teacher in such a manner that she can easily catch the ball.

E. Chalk Board Exercises:
Draw bilateral circles on the chalkboard having each hand make a complete circle.

II. Concept Development

A. First and Last Name:
In response to the question "What is your name?", the child will reply with his first and last names.

B. Name Body Parts:
When the teacher points to the following body parts on a cardboard model of a child and asked "What is this?", the child will name the following body parts.

head
eyes
nose
mouth
ears
neck
back
arms
hand
fingers
leg
knees
feet
toes

C. Name Colors Red and Blue:
When shown a color tablet or a block that is red or blue and asked by the teacher what color is this, the child will name the color.

D. Identifies Big and Little:
When shown a large block and a small one and asked to show the big block and then the little block, the child will identify the correct one by pointing.

E. Name Common Articles of Clothing:
After helping the teacher dress the Manikin from the Peabody Kit, Level K, the child will name the following articles of clothing in reply to the question "What is this?"

shirt
pants
dress
coat
shoes
socks

III. Auditory Skills
The child will carry out one direction which the teacher gives verbally.

FOUR YEAR OLDS - First Level

I. Motor Activities

A. Bilateral Arm Movements:
When lying on his back the child will move both arms from side to a position above the head to a count of one-two and will maintain a rhythm and synchronize the movements.

B. Walking Beam:
Walk forward on walking beam with eyes on the wall target not stepping off more than twice.

C. Chalkboard - Bilateral Circles:
Draw bilateral circles on the chalkboard having each hand make a complete circle.

D. Cutting:
Cut along a straight black line which the teacher has drawn on paper.

II. Concept Development

A. Name Three Primary Colors:
When shown color tablets or blocks of red, blue and yellow and asked, "What color is this?", the child will answer correctly.

B. Names Articles of Clothing and Parts:
After helping the teacher dress the Manikin from the Peabody Kit, Level K, the child will name the following items in reply to the question "What is this?"

shirt
pants
dress
coat
shoes
socks
sleeve
collar

C. Identifies Big and Little:
When shown a big block and a little one and asked to show the big block and then the little block, the child will identify the correct one by pointing. When shown a big and little block from a different set and asked "Which is this?", the child will answer big or little.

D. First and Last Name, Name of Street:
In response to thequestion "What is your name?", the child will reply giving both his first and last name. In response to "Where do you live?", the child will give the name of the street on which he lives.

E. Names of Body Parts:
When shown a cardboard model of a child, the child will name the following body parts.

head
eyes
ears
nose
neck
back
arms
hands
fingers
legs
feet
toes

III. Auditory Skills

A. Imitate A Sequence of Three Sounds:
If the child is given a maximum of four trials imitating a sequence of three sounds made by the teacher, he will imitate the sequence.

FOUR YEAR OLD - SECOND LEVEL

I. Motor Activities

A. Bilateral Arm and Leg Movements:
When lying on his back the child will move both, arms from the sides to a position above his head, on the count of one-two and will simultaneously move his legs to an outward position, on the count of two he will return the arms to the sides and bring the legs together.

B. Walking Beam:
Walk the walking beam forward, backward and sideways keeping the eyes on a wall target and not stepping off more than twice.

II. Auditory

1. Recognition of Plural Endings:
   In response to a command, the child will indicate by covering a picture with a block that he hears and is aware of the meaning of s to form a plural.

B. Follow two directions
   The child will carry out two instructions such as put the blocks in the box and the book on the table.

FIVE YEAR OLDS - FIRST LEVEL

I. Motor Activities

A. Bilateral Arm and Leg Movements:
   When lying on his back the child will move both arms from the sides to a position above his head on the count of one and will simultaneously move his legs to an outward position, on the count of two will return the arms to the sides and the legs together.

B. Walk the Walking Beam
   Walk the walking beam forward, backward and sideways, keeping the eyes on a wall target and not stepping off more than twice.

C. Hitting a Swinging Ball:
   The child will grasp a stick in both hands and will hit the swinging ball ten times.

II. Concept Development

A. Recognition of Descriptive Terms:

   big, little
   tall, short
   thick, thin
   long, short

   When the teacher presents two objects representing a concept and ask which one is big, etc. and which is little, etc., the child will identify each by pointing. When the teacher then presents two other objects and ask, "Which is this?", the child will answer "big", etc.

B. Counting:
   Count ten objects; When ten clothespins are placed in a basket, the child will count them.

III. Auditory

A. Following Instructions Using Plurals:
   In response to a command the child will indicate by covering the appropriate picture with a block that he hears and is aware of the meaning of s at the end of a word when it forms the plural.

B. Follow Two Directions:
   The child will carry out two instructions such as put the block in the box and the book on the table.

III. Auditory

C. Repeat Four Digits:
When the teacher recites a series of foru digits the child will repeat these immediately and will be correct in three of four trials.

PROGRESS EVALUATION _ FIVE YEAR OLDS, - SECOND LEVEL

I. Motor Activities

A. Walk the walking beam sideways and forward while carrying a tray containing an empty glass.
B. Bilateral arm and leg movements
C. Hit a swinging ball - The child will grasp a stick with both hands and will hit the swinging ball ten times.

II. Concept Development

A. Recognize b,p, m, in sandpaper letters:
After reviewing the name and sound produced by the letters, the child will be able to point to the correct letter when he hears its sound.
B. Count ten objects and recognize the numerals 1 - 5:
When ten clothespins are placed in a basket the child will count them. He will also be able to name numerals 1-2-3-4 and 5 when shown the numeral printed on a card.

III. Auditory

A. Follow directions using plurals.
B. Repeat a simple story - After the teacher has read a story containing a small amount of printed material while showing the pictures, the child will look at the pictures and tell the story.
C. Follow 3 directions - The child will carry out three instructions such as put the block in the box, the book on the table and a car in my hand.
D. Recognizing words from sounds - When given several pictures to choose from the child will identify a picture when the teacher sounds the word by dividing it into syllables; c-a-t, d-o-g, f-i-sh.

PROGRESS EVALUATION

END OF YEAR
THREE YEAR OLDS

I. Motor Activities
  A. Bilateral Arm and Leg movements
    When lying on his back the child will move both arms from the sides to a position above his head on the count of one, and will simultaneously move his legs to an outward position; on the count of two he will return the arms to the sides and bring the legs together.
  B. Walking Beam
    The child will walk the walking beam backward with his eyes on a wall target and will step off no more than twice.
  C. Ball Activity
    The child will throw a ball to another child in such a manner that he will catch the ball three out of five times.

II. Concept Development
  A. First and last name and street
    The child will give his first and last name and the name of the street on which he lives in intelligible speech.
  B. Name colors red, blue, yellow, green
    When shown a color tablet or a block that is red, blue, yellow or green, the child will name the color.
  C. Name three community helpers
    When shown a picture and asked Who is this?, the child will name fireman, postman, policeman.
  D. Name farm and zoo animals and match model to picture
    When shown a plastic model of two common farm animals and two common zoo animals, the child will name the animals and select a picture of each animal from an assortment of pictures.
  E. Recall of objects seen and removed
    When a block, ball and doll are placed on the table and shown to the child, he will be able to recall which was removed while he was not looking.
  F. Match like pictures
    The child will place all of the small pictures of a Picture Lotto set on the matching picures of the large boards.

II. Auditory
  A. Follow two directions
    When told by the teacher, put the block in the box and the doll under your chair, the child will do so.
  B. Recall the main idea of a story
    Immediately after listening to the story "The Fuzzy Duckling"' the child will tell one thing that happened.

FOUR YEAR OLDS, FIRST LEVEL

I. Motor Activities

   A. Walking Beam
      The child will walk the walking beam backward with his eyes on a wall target and will step off no more than twice.

   B. Cutting
      When the teacher draws a line which contains three right angles, the child will be able to cut along this line with blunt scissors.

II. Concept Development

   A. Number Concepts
      When given a box containing fifteen pennies and told how many he is to give the teacher, the child will present one, two, three, four or five pennies.

   B. Numerals
      When the teacher shows the child the numerals 1, 2, and 3 and asks What is this?, the child will name the numeral.

   C. Community Workers
      When given the Instructo Magnetic Community Helpers Kit, the child will place the appropriate equipment with the fireman, policeman and mailman.

   D. Family members
      When shown pictures of mother, father, sister, brother, grandmother and asked, Who is this?, the child will name the famiy member.

   E. Tall and Short
      When shown a set of knobless cylinders which vary in height and when the teacher asks, Which one is tall? and Which one is short?, the child will point to the correct cylinder.

   F. Geometric Shapes
      When shown a circle, a square and a triangle and asked, What is this? the child will name each shape.

   G. Name and address
      The child will be able to give his full name, house number and the name of the street on which he lives.

III. Auditory

   A. Repeat numbers
      The child will be able to repeat a series of three numbers immediately after he heard the teacher say the numbers.

   B. Follow two directions
      When told by the teacher, Put the block in the box and the doll under your chair, the child will do so.

FOUR YEAR OLDS, SECOND LEVEL

I. Motor Activities

A. Walking Beam

Walk forward on the walking beam while carrying a tray on which a glass half filled with water has been placed without tipping the glass.

II. Auditory

A. Guess Animal from Description

When the teacher says, I am thinking of an animal who lives on a farm and eats grass and gives us milk, the child will name the animal. He will name two other animals when three clues are given for each.

B. Repeat Words

When the teacher says four words such as farm, dog, girl, pencil, the child will immediately repeat the words in the same order. He will repeat this activity three more times without missing.

C. Tell Events in a Story

After the story, "A Horse of Course" has been read to the child, he will tell the story in his own words giving the main events and naming the main character.

III. Concept Development

A. Numbers 1-10

When given fifty six pennies and told by the teacher to give pennies, she will use numbers one through ten and the child will produce the correct number of pennies.

B. Numerals 1-5

When shown the numerals 1,2,3,4,5, and asked to name the numeral, the child will do so.

C. Copy Designs Unsing Parquetry Blocks

When three cards containing designs made from parquetry shapes are placed in a pocket chart, the child will copy the designs on the table in front of the chart using parquetry blocks.

FIVE YEAR OLDS, FIRST LEVEL

I. Motor Activities

A. Walking Beam

The child will walk forward on the walking beam while carrying a tray on which a glass half filled with water has been placed without tipping the glass.

B. Hitting a Swinging Ball

The child will hit a swinging ball first with one fist and then the other and will continue this until he has hit the ball twenty times.

C. Chalkboard Templates
When given a set of chalkboard templates, the child will draw these on the chalkboard using chalk and holding the template correctly.

II. Concept Development

A. Colors
When shown a color tablet or a block of a primary or secondary color, and asked by the teacher, What color is this?, the child will name the color.

B. Numerals 1-5
When shown the numerals 1,2,3,4, or 5 and asked, What is this? the child will name the numeral.

C. Numbers 1 through 10
When given fifty six pennies and told by the teacher to give pennies, she will use numbers one through ten and the child will produce the correct number of pennies.

D. Classifying
When given an Instructo Classification Game and told to put the items in the correct store, pet store, clothing store, food store or toy store, the child will do so.

E. Copy Designs Using Parquetry Blocks
When three cards containing designs made from parquetry shapes are placed in a pocket chart, the child will copy the designs on the table in front of the chart using parquetry blocks.

III. Auditory

A. Sound Blending
When the teacher lays four pictures on the table, a barn, a dog, a pig and a gun and asks to be shown a picture by separating the sounds in the word, the child will be able to present the correct picture.

B. Following Three Directions
When the teacher gives the child three directions to follow such as Put the block in the box, the doll under your chair and the pencil in my hand, the child will be able to carry out the three directions.

FIVE YEAR OLDS -- SECOND LEVEL

I. Motor Activities

A. Walking Beam
While walking forward on the walking beam, the child will catch a large ball which the teacher throws to him, throw the ball back to her and after walking several steps, repeat the activity.

B. Ball Activities
The child will be able to throw and catch a small ball and will repeat this activity five times.
When several children are placed in a small circle and given two small balls, they will be able to bounce the two balls from one to another moving clockwise.

II. Concept Development

A. Likenesses and Differences

When shown an apple and a red block and an orange and an orange block, the child will be able to give three liknesses and differences; he will be able to do the same when the apple and orange are presented together and the two blocks.

B. Number Concept and Numerals 1 through ten

The child will be able to recognize the numerals one through ten and will place the corresponding number of pennies on each.

C. Places

When shown a picture of a farm, a city, a supermarket and a zoo, the child will recognize and name the place and will be able to tell two facts about each.

D. Pegboard Designs

The child will be able to reproduce a simple design that has been made on one pegboard when he is given pegs and a board and permitted to look at the first pegboard.

III. Auditory

A. Following Three Directions

When the teacher gives the child three directions to follow, such as. Put the block in the box, the doll under your chair and the pencil in my hand, the child will carry out all three directions.

B. Recognizing Letters and their Sounds

When shown the letters b, p, m, t, and d the child will be able to name the letter and give the sound that it makes. When presented with words while pictures are used as an additional cue, and when some of the words begin with the letter b and others do not the child will say yes or no as the teacher says the word; his response will indicate whether or not the word starts with the letter b.

C. Recall of an Unfamiliar Story after a Time Lapse

When the teacher shows pictures and tells a story which the child has not heard before, he will be able to tell the story three days later when he is given the pictures to follow.

SUMMARY

The Central Cities Educational Development Project, ESEA Title III, was initiated in September, 1968 with approximately 150 culturally deprived children ages two through four. Five year old children were added the second year increasing the total number to 180. After the children were tested it was found that some deviated from the norm of their peer group. The Special Education Component, ESEA Title VI, was funded in April, 1969. Individual prescriptions were provided by a teacher assistant in the classroom setting for those children with an IQ of 80 or below. Language Development prescriptions were provided outside the classroom setting for those children having gross motor problems, learning disabilities or immature speech. This study has used the term learning disability to describe the child who is homogeneous in that he has integrity motorically, sensorially, emotionally and intellectually but despite these integrities, he cannot learn in the usual manner.

When the Title VI project was initiated in April,1969, many problems were encountered. The staff psychologist had tested all the children in the center. Names and test scores of forty-three children with possible learning problems were given to the component. Twenty-eight of these children had IQ scores under 80. Each child was observed by the specialists. The language development specialist gave diagnostic tests to as many children as possible which was a time consuming undertaking. Additional help at this point would have been valuable and time saving.

Teacher acceptance of an outside person coming into the classroom to give a child an individual prescription had to be handled in a manner that was satisfactory and agreeable to the teacher, the child and the special education teacher assistant. The reader will note that the term paraprofessional, aide and teacher assistant has been used throughout the writings. At the beginning of the project the assistants to the teachers were called aides, the second year of the project these same aides were called paraprofessionals and third year they were designated teacher assistants. The classroom assistants aided the teacher by teaching the daily curriculum visual lesson in addition to other duties.

It was necessary for the special education component to work closely with the curriculum and staff development components. Since the special education prescriptions were written to complement the curriculum lessons it was desirable to know what lessons were being sent to the classroom and to receive the names of the children, who did not meet the behavioral objective. The specialists and the counselor met with the curriculum, staff and teachers each week when the new lessons were introduced to the teachers and again when the lessons were evaluated. Since the Staff Development Component was in charge of teacher and teacher assistant in-service training, the special education component worked closely with this component. The special education component in cooperation with the staff development component provided in-service training to give teachers and assistants problem behavior patterns children display during classroom activities. They helped spot problem areas of behavior in the classroom that the specialists could diagnose and supply individual prescriptions for these children.

During the last year of the project the individual prescriptions were taught by one of the teacher assistants in the classroom rather than by a special education assistant as had been done at the beginning of the project. This proved very successful since the assistant was with the child all morning, the scheduling problem was eliminated and the prescription could be carried over into incidental teaching.

Scheduling was a problem when the special education assistant had to move from room to room to teach the prescriptions. The child receiving an individual prescription always received the curriculum lesson with his peer group. If the classroom schelduling was off for any reason, occassionally a child would miss the individual prescription. After the classroom teacher assistants took over the teaching of the prescriptions, they seemed to take pride in providing the child his special prescription each day. The classroom teacher assistants received one hour in-service training each week on teaching the prescription and the use of suitable instructional material. The assistants prepared a written evaluation of each child's daily progress and suggestions for prescription improvement to fit the child's individual needs.

In the beginning instructional materials were in short supply. Materials had to be examined, selected, ordered and distributed. The choice of materials was based on the individual prescription to be given in the classroom. Most materials were purchased in lots of three since there were three rooms on each age level except the two year old class. It was found that a "materials aide" was a necessity, if materials were kept in good repair and were in the right room for the right prescription at the right time.

The prescription format had to be developed. This format was changed several times in order to keep it similar to the Title III curriculum format. The individual prescription format deviates from the language development format because they were taught in a different setting using a different time element. The children receiving the language development prescriptions were taken from the classroom twice each week while the individual prescription, that was taught in the classroom setting each day, had a specified training area.

The language development prescriptions were developed by the language development specialist. The prescriptions include activities that were used to improve the skills of children who had learning difficulties or immature speech. While the activities were labeled auditory, visual, visual-motor, self image and speech improvement; the cognitive, affective, and psychomotor areas of learnings were incorporated. The method of carrying out each activity is described in detail and the activities are sequenced within each area from simplest to most complex. The language specialist selected the activities which were the most beneficial to each child at his level of development. Many of the activities can be used within the classroom while others are more effective in an isolated situation. When the Language

Development program was developed and pilot tested, the children were taken from the classroom for a period of thirty minutes, twice weekly, to a room that was provided especially for this purpose. The children were placed in groups of three; the primary consideration in the grouping was the child's specific need, age and classroom were secondary considerations. The language development specialist and teacher assistant worked with the children. Certain activities were carried out with the group of three children while others were conducted in a one to one relationship after assigning the third child an activity in which he could work alone. Because of the limited time, a great deal of structure was implemented in the program; a free choice of one of several carefully selected activities was given as a reward for diligence in assigned activities.

Children accepted into the language development program were referred on the basis of two possibilities, the child performed below the norm of his peers in the classroom situation and/or the child's speech was immature for his age level. A continuing program of observation and testing was concurrent with therapy to determine the reasons for inferior performance in both areas.

Current special education philosophy advocates administration of special prescriptions within the regular classroom. However, it was concluded after a trial period that it would be beneficial to remove the child from the classroom for a period of thirty minutes, two times weekly. The reason for the decision was based on the need to provide experiences in such areas as motor, speech, and auditory training. The activities provided in these areas proved to be disruptive within the framework of the classroom. This procedure still provides the child the opportunity to spend the remainder of the school week in the company of his peers. It was found that the child enjoyed his extra class since he was placed in an environment where he had an opportunity to excell due to the absence of his more accomplished classmates. This program was developed to be used within the framework of a regular preschool program. It has been written to reinforce and compement the preschool curriculum developed by the Central Cities Education Develpment Center, but could be adopted for use with an early childhood program.

The component had a home-school counselor who visited in the home of each child receiving special services. The counselor provided the parents with a training program and lessons that could be used by the parent to reinforce the individual prescriptions and curriculum lessons. The counselor was well received by the parents; approximately 90 percent reported the lessons were very helpful, 10 percent reported they were helpful. The greatest problem the counselor encounter was making contacts for the home visits. Parents were working during project hours, so the counselor had to make visits after hours, on Saturday and a few Sunday visits. Few parents had telephones, which made it difficult to set up appointments for home visits. In spite of these difficulties regular visits were made to each home.

The total evaluation of the project has not been completed at this writing, but the results of the evaluation made in 1969-70 show that the children receiving special education individual and language development prescriptions made significant gains. The greatest gains were made by the three year old children. In 1969-70 twelve five year old children, with IQ's under 80, were given individual prescriptions in the area of their disability. Eleven of the twelve were able to enter first grade in September 1970. One of the twelve was assigned to an Educable Mentally Retarded Class. From the reults that have been obtained, the following conclusions have been drawn:

1. Early intervention at the age of three produces significant gains.

2. Language development prescriptions at an early age help the non-verbal child learn to express himself.

3. Individual prescriptions aide the slow child to become more competent, master assigned tasks and achieve the same behavioral objects as his classmates.

4. Individual prescriptions and language development prescriptions help the child learn to make value judgements.

5. Parent education lessons help the parent understand their child's needs and gives them something definite to do to help their child overcome his problems.

6. As the result of in-service training sessions, teachers and teacher assistants became more knowledgeable in observing the exceptional child in the classroom setting and were able to report these observations to the specialists. As a result the prescriptions were altered and/or additional diagnostic tests were administered.

7. Early childhood programs can accommodate children who deviate from the norm, in the classroom within his peer group.

8. In the Fall of 1970, eleven of twelve five year old children with IQ's of 80 or under when they entered the program, were able to go to first grade after receiving individual prescriptions for a year or longer. One received special class placement.

9. In the Fall of 1971, nine of the five year olds who entered the program with IQ's under 80 will enter first grade, two have been recommended for special class placement.

10. It is possible to improve articulation of preschool children without conventional articulation therapy. Childern in the language development program over a period of two years showed improved articulation after a program which consisted of auditory training, speech readiness exercises, improvised talking situations, and motor and sensorimotor development activities.

Recommendations for future study or for initiation of the program into a similar school setting are:

1. A full three years is needed to initiate and organize the program. Since the special education component operated approximately twenty six months, there were additions that could be made such as additional time at the beginning and end of each project year for additional pre and post diagnostic testing. An additional part time staff member would have been helpful at this time.

2. The prescriptions were developed the first year for individual children, the second year the prescriptions were revised and pilot tested on children with like problems. It would have been helpful to field test these prescriptions on children away from the center who had similar preoblems.

3. The procedures developed by the language development specialist should be taught by a professional teacher. They are written to be followed step by step.

4. The individual prescriptions are written to be taught by a teacher aide or assistant, provided in-service training is given each week and an evaluation is made of the results of the teaching.

5. Instructional materials that are used in giving the prescriptions are only suggestions. The materials used were carefully selected and available. Similar materials could be substituted or teacher made. Many of the materials used can be obtained from the nearest Education Service Center or Materials Resource Center.

6. If the instructional materials are maintained in the school, then it would be advantageous to have a librian or materials assistant to maintain them.

7. If the prescriptions are given by someone other than the classroom teacher, the teacher should be given a copy of the prescription in order to know what each child is receiving. Regularly scheduled conferences on the child's progress will keep the teacher informed. When the teacher knows the areas that need reinforcing, incidental teaching can be given during the day in the classroom and on the playground. Teachers feel more comfortable when they know why a certain prescription has been written for a child in their class.

8. Labels such as retarded, brain-injuried and others were not given the children receiving individual prescriptions. These labels are on the project application, but for classroom purposes terms were used in the prescriptions such as auditory, visual and other training areas. Since IQ's have been raised over a period of two years it would have been a mistake to label a child retarded when it was a lack of early experiences or physical disability that could be remedied. For example, one four year old girl was hard of hearing, on examination by a physician, a piece of foil embedded in ear wax was the cause of the hearing loss. It is not known how long the foil had been in the child's ear.

9. Physical examinations should be given to all children at the beginning of each school year. Many times there are physical disabilities such as poor eye-sight, ear infections, throat and nose infections, alleries and others that retard the child's learning.

10. A home-school counselor is necessary to relate the school program to parents and to teach them how to work with their children at home.

Even though the length of the project has been short, at least fifty one children have been given additional experiences that will make school adjustment less difficult for them. If these children had not received the additional individual prescriptions, they might have been recommended for special class placement shortly after entering first grade. Hopefully a follow-up study will be made on these children as they progress through the primary grades to ascertain if they have maintained their gains. The Central Cities Evaluation Report which will be completed in the Fall of 1971, will show the results of the progress made by the first group of Central Cities children that entered first grade in September, 1970.

PART FIVE

REFERENCES

REFERENCES

I. Books

Bangs, Tina E. *Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide*. New York: Appleton-Century Crofts, 1968.

Barry, Hortense. *The Young Aphasic Child Evaluation and Training.* Washington D.C.: The Volta Bureau, 1961.

Berry, Mildren Freberg. *Language Disorders of Children*. New York: Appleton-Century Crofts, 1969.

Berry, Mildred and Jon Eisenson. *Speech Disorders*. New York: Appleton-Century Crofts, 1956.

Bloom, Benjamin, Allison Davis and Robert Hess. *Compensatory Education for Cultural Deprivation*. New York: Holt, Rinehart and Winston, Inc. 1965.

Bloom, Benjamin S. *Taxonomy of Educational Objectives.* Handbook I: Cognitive Domain, New York: David McKay Company, Inc., 1957.

Braley, William T., Geraldine Konicki, and Catherine Leedy, *Daily Sensori-Motor Training Activities, A Handbook for Teachers and Parents of Preschool Children*. Freeport, N.Y.: Educational Activities, Inc., 1968.

Caldwell, Betty M. *The Preschool Inventory: Technical Report*. Princeton, N.J.: Educational Testing, 1967.

Carrow, Elizabeth. Examiner's Manual: *Auditory Test for Language Comprehension*. Austin, Texas: Southwest Educational Development Laboratory, 1969.

Chaney, Clara M. and Newell G. Kephart. *Motoric Aids to Perceptual Training*. Columbus, Ohio: Charles M. Merrill Co., 1968.

Corbin, Richard, and Muriel Crosby. *Language Programs for the Disadvantaged.* Champaign, Illinois: National Council of English, 1965.

Cruickshank, William M. *A Teaching Method for Brain Injured and Hyperactive Children*. Syracuse: Syracuse University Press, 1961.

Cruickshank, William M. and G. Orville Johnson. *Education of Exceptional Children and Youth*, Englewood Cliffs, N.J.: Prentise-Hall, Inc., 1958.

Deutsch, Martin, Irvin Katz, and Arthur R. Jensen. Social Class, Race and Psychological Development. New York: Holt, Rinehart and Winston, Inc., 1968.

Dinkmeyer, Don C. Guidance and Counseling in the Elementary School., New York: Holt, Rinehart and Winston, Inc., 1968.

Dunn, Lloyd M., and James O. Smith. Peabody Language Development Kit. Manual for Level P. Circle Pines, Minnesota: American Guidance Service, Inc., 1965.

Dunn, Lloyd M. Expanded Manual: Peabody Picture Vocabulary Test. Minneapolis, Minn. : American Guidance Service, 1965.

Ebersole, Marylou, Newell C. Kephart, and James Ebersole. Steps to Achievement for the Slow Learner. Columbus, Ohio: Charles E. Merrill Company, 1968.

Freeman, Roger D., M.D. Emotional Reactions of Handicapped Children. Temple University School of Medicine. No date.

Frostig, Marianne. Developmental Test of Visual Perception: 1963. Standardization. Palo Alto, California.: Consulting Psychologists Press, 1964.

Frostig, Marriane, and David Horne. The Frostig Program for the Development of Visual Perception. Chicago: Follett Publishing Company. 1964.

Gesell, Arnold, Henry M. Halverson, Helen Thompson, Frances L. Ilg, Burton M. Castner, Louise Bates Ames, and Catherine S. Amatruda. The First Five Years of Life. A Guide to the Study of the Preschool Child. New York: Harper and Row, Publishers, 1940.

Getman, G.N., Elmer Kane, Marvin Halgern, and Gordan McKee. Developing Learning Readiness: Teacher's Manuel. Webster Division. St. Louis: McGraw-Hill Book Company, 1968.

Gray, Susan, Rupert Klaus, James Miller and Bettye Forrester. Before First Grade. New York: Teachers College Press, Teachers College, Columbia Univ., 1966.

Hellmuth, Jerome and Bernie Straub. Learning Disorders. Vol. I. Seattle, Washington: Special Child Publications of the Seattle Seguin School, Incl, 1965.

Hill, George E. Management and Improvement of Guidance. New York, Appleton-Century Crofts, Meredith Publishing Co., 1965.

Inhelder, Barbel, and Jean Piaget. *The Early Growth of Logic in the Child*. New York: W.W. Norton Company, Inc., 1964.

Johnson, Doris, and Helmer R. Myklebust. *Learning Disabilities: Educational Principles and Practices*. New York: Grune and Stratton, 1967.

Kephart, Newell C., and Clara M. Chaney. *Motoric Aids to Perceptual Training*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

Kephart, Newell C. *The Slow Learner in the Classroom.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1960.

Kirk, Samuel A., and G. Orville Johnson. *Educating the Retarded Child*. Cambridge, Massachusetts: Houghton Mifflin Company, 1951.

Kirk, Samuel A., James J. McCarthy, Winifred Kirk. *Examiners Manual, Illinois Test of Psycholinguistic Abilities*. revised edition. Urbana, Illinois: University of Illinois Press, 1968.

Loretan, Joseph O., and Shelley Umans. *Teaching the Disadvantaged*. New York: Teachers College Press, 1966.

McCandless, Boyd R. *Children, Behavior and Development.* New York: Holt, Rinehart and Winston, Inc., 1967.

McCarthy, James J., Samuel A. Kirk. *The Construction, Standardization, and Statistical Characteristics of the Illinois Test of Psycholliguistic Abilities*. Urbana, Illinois: University of Illinois Press, 1963.

Mager, Robert F. *Preparing Instructional Objectives*. Palo Alto, California: Fearon Publishers, 1962.

Magary, James F. and John R. Eichorn. *The Exceptional Child*. New York: Holt, Rinehart and Winston, Inc., 1960.

Montessori, Maria. *Dr. Montessori's Own Handbook*. New York: Schoeken Books, 1965.

Porter, Laura, *Movement Education for Children*. Washington, D.C.: Elementary-Kindergarten Nursery Education, NEA Center, 1969.

Radler, D.H. and Newell C. Kephart, and James Ebersole. *Success Through Play*. New York: Harper and Row, 1960.

Riessman, Frank. *The Culturally Deprived Child*. New York: Harper and Row, Publishers, 1962.

Schiefelbusch, Richard L., Ross H. Copeland and James O. Smith. *Language and Mental Retardation: Emperical and Conceptual Considerations.* Dallas: Holt, Rinehart and Winston, 1967.

Scuorzo, Herbert E. *The Practical Audio-Visual Handbook for Teachers.* West Nyack, New York: Parker Publishing Company, Inc., 1967.

Slosson, Richard L. *Slosson Intelligence Test for Children and Adults.* East Aurora, New York: Slosson Educational Publications, 1963.

Valett, Robert E. *The Remediation of Learning Disabilities, A Handbook of Psychoeducational Resource Programs.* Palo Alto, Calif.: Fearon Publishers, 1967.

Van Riper, Charles. *Speech Correction, Principles and Methods.* Fourth Edition. Englewood Cliffs, N.J.: Prentice-Hall, Incl, 1963.

Williams, Lois E. *Independent Learning in the Elementary School Classroom.* Washington, D.C.: A Study / Action Publication from the American Association of Elementary-Kindergarten-Nursery Educators, 1969.

I. Periodicals

Ambrosino, Salostore, "Parent's Expectations," *Childhood Education,* 43:397, (March, 1967).

Biber, Barbara, "Educational Needs of Young Deprived Children," *Childhood Education* 44:30, (September , 1967).

Carlo, Marie De., "The Nonverbal Child," *Childhood Education,* 44:358, (February, 1968).

Gitter, Lena L., "The Promise of Montessori for Special Education," *The Journal of Special Education,* II, (Fall, 1967), p. 5-13.

Hammill, Donal D., and Lafayette S. Powell, "A Screening Device for Early Detection of Emotional Disturbance in a Public School Setting," *Exceptional Children,* (May, 1967), p. 648.

Kager, Jerome, "The Many Faces of Response," *Psychology Today,* (January, 1968), pp. 60-65.

King, Edger, "Recognizing the Individual," *Instructor,* (August-September, 1968), p. 86.

Mackie, Romaine P., "Opportunities for Education of the Handicapped Under Title I Public Law 89-10," *Exceptional Children,* (May 1966), p. 595

Morse, William C., "Disturbed Youngsters in the Classroom," Journal of the National Education Association, 58:30, (April, 1969).

Nielsen, Wilhelmine R., "Parents Enrich Classroom Program," Childhood Education,(March, 1968), p. 416.

Porter, Lorena, Movement Education for Children, A Study/Action Publication from the American Association of Elementary-Kindergarten-Nursery Educators, NEA Center, Washington, D.C.: (1969).

Wall, Elizabeth and Maury Staff, "Parents Are Educators," Childhood Education, 44:412, (March, 1968).

Worley, Stinson E., "Parents Are Also Teachers," Childhood Education, 43:341, (February, 1967).

III. Unpublished Materials

Reese, Loretta Jean. "A Curriculum for the Preschool Child With Language Disability," Unpublished Master's Thesis, Texas Womans University, Denton, Texas, June, 1968.

IV. Publications of the Government, Learned Societies, and other Organizations

Karnes, Merle and others, Activities for Developing Psycholinguistic Skills With Preschool Culturally Disadvantaged Children, Urbana, Illinois: Institute for Research on Exceptional Children, University of Illinois, August, 1966.

Knapp, Irwin J. Ph. D. Tests Measurements and Interpretation. Summary Report: Fifth State Conference of Physicians and Schools, The Emotional Growth of the Child. Fort Worth, Texas: March 18-19, 1962.

Summary Report: Fifth State Conference on Physicians and Schools. The Emotional Growth of the Child, Texas Medical Association Committee on School Health in Cooperation with the Fort Worth Independent School District, Tarrant County Medical Society, Fort Worth, Texas: March 18-19, 1962.

U.S. Department of Health, Education and Welfare, Educating Disadvantaged Children Under Six. (Disadvantaged Children Series No. I. Washington, D.C.: U.S. Government Printing Office, 1965.)

U.S. Department of Health, Education, and Welfare, Goals and Methods in a Preschool Program for Disadvantaged Children. (Children, Vol. 17- No. 1 , Washington, D.C.: U.S. Government Printing Office, January-Febuary, 1970). pp. 15-20.

U.S. Department of Health, Education, and Welfare, School Social Work (A Service of Schools Bulletin No. 15, Washington, D.C.: U.S. Government Printing Office, 1964), pp. 16-25.

V. Component part by one author in a work edited by another.

Deutsch, Martin, "The Disadvantaged Child and the Learning Process," Compensatory Education for Cultural Deprivation, ed. by Benjamin Bloom, Allison Davis and Robert Hess, (New York: Holt, Rinehart and Winston, Inc., 1965). pp. 101-102.

Kephart, Newell C., "The Need for Specialized Information on Perception," The Teacher of Brain-Injured Chidlren, ed. by William M. Cruickshank (Syracuse: Syracuse University Press, 1966,) p.175.

Pease, Damaris, "Family Forces Influence Child Behavior," in The Disadvantaged Child,ed. by Joe L. Frost and Glenn R. Hawkes (New York: Houghton Mifflin Company, 1966,) pp. 382-383.

Richardson, Sylvia O., " Language Training for Mentally Retarded Children," Language and Mental Retardation, ed. by Richard L. Schieflebusch, Ross H. Copeland, and James O. Smith, (Dallas: Holt, Rinehart and Winston, Inc., 1967), p. 153.